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ABSTRACT

Intended to encourage children of all ages to read over the summer, this manual presents library-based programs, crafts, displays, and events with an Olympic theme. Based on responses to earlier Arizona Reading Programs, the manual includes more preschool material, age range suggestions on crafts and programs, and more clip art than earlier manuals. Sections of the manual are Introductory Materials; Goals, Objectives and Evaluation; Getting Started; Common Program Structures; Planning Timeline; Publicity and Promotion; Awards and Incentives; Parents/Family Involvement; Programs for Preschoolers; Programs for School Age Children; Programs for Young Adults; Special Needs; and Resources. Clip art, a master copy of a reading log, evaluation instruments, and zoo passes are attached. (RS)

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1996 Arizona Reading Program

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EVERY ONE A WINNER

ED 396 234

Manual compiled and edited by

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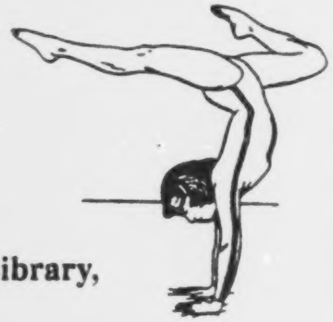

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ARLENE BANSAL
Director

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Deputy Director

Dear Colleague:

Like the Olympic contestants preparing for next summer's games, I'm sure you will enjoy the "reading games" theme for the 1996 Arizona Reading Program.

The Olympic games will be on everyone's mind in the upcoming year. The Arizona Reading Program committee thought it would be wonderful to ti the 1996 reading program theme to the games that will have the world's attention.

The committee members have done a marvelous job of devising exciting Olympic events for children of all ages, events that can be easily accomplished in a library setting. In keeping with the desire to encourage children to read, the committee has tried to create library Olympic events where EVERYONE is a winner. I am sure you will be impressed with their innovative ideas.

The Summer of 1996 will be a time of fun and games. We, here at the Department of Library, Archives and Public Records, wish you a wonderful Olympic summer.

Sincerely,

Arlene Bansal

Arlene Bansal
Director

Keep

The first 8 chapters
of this Arizona Reading Program manual.

They will not be reprinted next year.

The chapters will become a separate
Children's Programming manual.

10/95

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MISCELLANEOUS

  Clip Art
  Master copy of Reading Log
  1996 Arizona Reading Program Evaluation
  Zoo Passes

Let's participate in the summer Olympics! That was the idea of the Arizona Reading Program Committee when considering the theme for our 1996 program.

Having the Olympics in our country, having so much attention from media and sponsors, was too good an opportunity to pass up. We wanted to make our reading program part of the summer excitement.

The committee went to work creating programs, crafts, displays and events for library-style Olympics. The result is magnificent. There are ideas here for all ages of children, for all sizes of libraries, for all budgets. The members of this committee worked very hard on this manual and I thank each of them very much.

In response to suggestions made in the 1994 Arizona Reading Program evaluations, the committee made several changes in this manual. The most common requests from the evaluations were for more preschool materials, for age range suggestions on crafts and programs and for more glossy clip art. These three suggestions have been incorporated into this manual.

You will find all programs, crafts, activity sheets and bibliographies have been grouped in age specific chapters. We have a chapter for preschoolers, a chapter for school age kids and one for young adults. The preschool materials have been greatly expanded, over 100 pages of ideas and worksheets.

The clip art, which will be sent at a later date, will consist of three pages of camera ready glossies. From the clip art you can custom design your program announcements, flyers, bookmarks, etc.

The Arizona Reading Program is funded through the federal Library Services and Construction Act, as amended.

SPECIAL NOTES ABOUT THIS ARIZONA READING PROGRAM

1. The following chapters will not be reprinted annually in the future:
   Goals, Objectives and Evaluation
   Getting Started
   Common Program Structures
   Planning Timeline
   Publicity and Promotion
   Awards and Incentives
   Parents and Family Involvement
   Special Needs

If you discard your ARP manuals after each summer, PLEASE keep the chapters listed above for reference and program planning.

2. Posters, and other graphics:
   Are being designed by American Library Association (ALA) with a summer Olympic theme: EVERY ONE A WINNER.
   Department of Library, Archives and Public Records (DLAPR) will be purchasing the posters for you through ALA.
   They will be mailed directly to you from ALA , shipping expected in February.

3. Glossy sheets of clip art:
   Will be mailed at a later date, based upon the ALA poster graphics.

4. Free Promotional Items:
   As in the past, the DLAPR will make the following promotional items available free to participating libraries:
   - Certificate of Completion (for the reading program)
   - Reading Logs
   - Posters
   - Clip Art
   - Plastic bookbags
   - and perhaps bookmarks (depending upon budget)

   "Kids in Sports" Trading Cards
   Tucson Public Library is assisting DLAPR in creating and printing a series of trading cards featuring kids in sports. We expect to make a minimum number of these sets available free to each library. Additional sets can be ordered at cost.

5. Awards and Incentives
   DLAPR will coordinate orders for prize items. We anticipate the following items to be available, at cost, if enough libraries order:
   - Stickers
   - Badges
   - Ribbons (Red, white and blue, gold imprint): Reading Team USA
   - T-Shirts
   - Canvas Bags
   - Collector Buttons
   - Reading Team Friendship Bracelets

Dear Librarians:

I'm sending a huge THANK YOU to all the members of the Arizona Reading Program committee!!!

Louisa Aikin	Maricopa County Library District
Margaret Jesus	Payson Public Library
Deborah Kearns	Cottonwood Public Library
Kami Krenz	Braille and Talking Book Library
Terry Morris	Payson Public Library
Nancy Palmer	Flagstaff City-Coconino County Public Library
Peggy Tomasso	Prescott Public Library
Diane Tuccillo	Mesa Public Library
Trisha Waichulaitis	Mesa Public Library

Their hard work and creative ideas are the meat of this manual. Their willingness to share their ideas and time is what makes this program work. We are deeply indebted to each of you.

The committee members have contributed the games, crafts, decoration ideas, activity sheets, and graphics that you will use in creating your summer programs. They are a wonderful group of people to work with, and I feel privileged to have met each of them. They are creative, enthusiastic, dedicated and always willing to share. They are very inspiring just to be around.

Another mainstay of this project is Jean Yeary of the LED staff. Her dedication and thorough work is what pulls all the chapters of the manual into a good looking, cohesive unit. She works for months on the typing and revisions each year. We couldn't do with her contributions.

Jean, Phyllis and all my committee members, thank you for all your hard work.

Behind the scenes, the committee recruited additional help from other creative and interested individuals. Thank you, too, to the following generous helpers:

Marilyn Brooks	Cottonwood Public Library
Alyssa Bryner	Mesa Public Library YAAC member
Pam Bryner	Media Specialist at Alma School
Shirley Buren	Cottonwood Public Library
Elizabeth Burks	Apache Junction Public Library
Ada Carpenter	Mesa Community College, AA Library Technical Program, and Mesa Public Library Intern
Charlotte Hawker	Cottonwood Public Library
Ann Shaw-Jenkins	Cottonwood Public Library
Cathryn McDowell	Snowflake Public Library
Kellie Shoemaker	Mesa Public Library
Wendy Skevington	Holbrook Public Library
Cara Waits	Tempe Public Library

Jan Elliott
Public Library Development Consultant
Library Extension Division
Arizona Department of Library, Archives and Public Records

Arizona has had successful reading programs for over fifteen years. Many children have enjoyed the following themes which have been used statewide:

1974	"Monster Zoo"
1975	"Arizona Round-Up"
1976	"Our Country"
1977	"Wizard Of Oz"
1978	"Star Ship To Adventure"
1979	"Open The Elfin Doors"
1980	"Ready, Set, Go!"
1981	"Stake Your Claim"
1982	"Lions & Tigers & Books"
1983	"Bone Up On Books Be A Bookasaurus"
1984	"Your Own Adventure"
1985	"Bite Into Books"
1986	"Unlock Your Universe With Books"
1987	"Sakes Alive--We're--75"
1988	"Time Travel--You Are There"
1989	"Books Give Us Wings"
1990	"Have Books Will Travel"
1991	"Read Arizona"
1992	"Rainbow Earth"
1993	"Libraries: The Greatest Show on Earth"
1994	"Get A Clue At The Library"
1995	"Pandamonium At The Library"
1996	**EVERY ONE A WINNER**
1997	"Book A Trip To The Stars"

Planning Children's Programs: a manual

compiled and edited by
Jan Elliott
Public Library Development Consultant
Department of Library, Archives and Public Records

Funded by the Library Services and Construction Act.

Goals*

Goals are general statements of mission or purpose. Written goals for the library guide the staff in determining the philosophy of the library and the role of the library in the community. Goals serve as tools for planning the directions of all library activities. Therefore, if the library has no written goals, they should write some. Since children's services are unique and require special consideration, the general library goals should specifically include children's services.

Individual programs have written goals. Consider the library's general goals when writing program goals. Program goals help the programmer to coordinate a specific activity with the library's overall goals and to set priorities for service. Program goals may also justify staff time and budget distribution. Goals for a Reading Program should answer the question, "Why have a Reading Program?"

Objectives*

After determining the goals, develop the objectives. Objectives are specific, measurable statements that show how the goals will be achieved. When forming objectives, you must think ahead to the evaluation. Since the evaluation will try to determine if the objectives have been met, the objectives must be measurable and within the possibility of the library staff. For example, an objective may read, "Children participating in the Reading Program will maintain or improve their reading levels during the summer months." That sounds like a good objective and one that would be worthy to achieve. However, unless you take steps to test each child before and after the Reading Program, it will be impossible to determine if this objective has been met.

The objectives that will be easiest to evaluate and compare from year to year are the ones that require counting and/or calculation. Objectives may include statistics such as program registration, number of children who completed their requirements for the program, circulation of juvenile materials, or numbers registered from each grade and from each school. These numbers compared to the previous year's statistics are saved to compare with the following year's. To determine what percentage of children from each grade in each school participated in the program, use these statistics. Several day's circulation figures can be compared with several similar days from the previous year using care to assure samples are statistically valid. To maintain or improve any or all of these statistics, write objectives.

Setting Priorities

After goals for the overall program have been determined, write objectives for each phase of the program. The Reading Program may be long and complex, so before the planning begins set priorities. This is especially important if the library has limited staff and resources. Take into account the following when setting the priorities for your program: advance planning, publicity, incentives and rewards, follow-up activities, and any other items that you feel are an integral part of your program.

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* Used with permission from the State Library of Pennsylvania from *Evaluating Summer Reading Programs.* © 1987.

Examples

Following are examples of three general goals for a Reading Program, objectives relating to them, and possible strategies to implement the objectives:

GOAL 1.

THE READING PROGRAM WILL ENCOURAGE CHILDREN TO READ DURING THE SUMMER.

OBJECTIVES:

A. Increase Reading Program registration by 5% over last year's.

B. Include book talks and bibliographies in 10 Reading Program activities.

C. Increase circulation of the children's collection during the Reading Program by 10% as compared with the circulation statistics from the previous year.

STRATEGY 1.

Plan several months in advance to design or use a Reading Program with a popular theme. Develop publicity fliers, worksheets, membership cards, and certificates that are attractive and well done.

STRATEGY 2.

Distribute Reading Program materials as widely as possible. Publicize the Reading Program with fliers and posters. Visit schools and organizations to promote the program. Use the local media to publicize the program.

GOAL 2.

THE READING PROGRAM WILL ENCOURAGE CHILDREN TO READ MORE WIDELY BY SUGGESTING A VARIETY OF BOOKS FROM DIFFERENT SUBJECTS.

OBJECTIVES:

A. 50% of Reading Program participants will read nonfiction as well as fiction books.

B. Increase circulation of juvenile literature by 10%.

STRATEGY 1.

Require that the participants read a certain number of specific types of books.

STRATEGY 2.

Create and distribute specific subject area bibliographies: lists of nonfiction and fiction books that relate to this year's theme.

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STRATEGY 3.

Use a game format such as Book Bingo or Random Choice, library maps or reading guides so that children must read a variety of subject areas to complete the requirements.

GOAL 3.

ENCOURAGE READING ALOUD AT HOME BY DEVELOPING A PRESCHOOL AGE READING PROGRAM COMPARABLE TO THE SCHOOL AGE READING PROGRAM.

OBJECTIVES:

A. 25% of the preschool population will register for the Read-To-Me program.

B. 75% of the preschoolers attending story-time will be enrolled in the Read-To-Me program.

STRATEGY 1.

Plan several months in advance to design a Read-To-Me program. Develop colorful, attractive and well produced fliers, membership cards, and certificates.

STRATEGY 2.

Advertise the Read-To-Me program to the parents of story time participants and preschoolers. Use the media to promote the program. Distribute fliers in the library and in the community.

REMEMBER: *It is important to choose goals appropriate to your library—those that reflect community needs and the overall goals of the library. Any staff involved with children's services, as well as the library director, should participate in their development. If time and money are not available to work toward achieving all goals, pick the most important ones and work toward them.*

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Evaluation

Evaluation is the final step of any program and the beginning step for the next one. Evaluation helps to refine or develop goals based on reality. The objectives you set for your program will determine the areas to be evaluated.
There are many types of evaluations all of which are useful in different ways. The following list will give you some suggestions for areas to evaluate.

Suggested Areas Of Evaluation

Quantitative Measures

1. CIRCULATION STATISTICS: Tabulate juvenile circulation statistics separately from the adult circulation statistics. This will enable you to determine if the Reading Program has increased total juvenile circulation, and it will enable you to compare circulation figures from year to year.

2. CHANGES IN SUBJECT AREAS READ: Differences can often be seen in the type of materials circulating. Changes can be the result of the effectiveness of book talks, bibliographies or games used.

3. TOTAL NUMBER OF READING PARTICIPANTS: This can measure the impact of publicity, school visits and program format.

4. ACTIVE PARTICIPATION IN THE READING PROGRAM: Define active as reading a minimum number of books. This statistic will tell you how appealing your program was and if it kept the children interested.

5. REGISTRATIONS: Use registration figures to determine the number of new users as an indication of the success of your publicity and the effectiveness of your programs.

Qualitative Measures

6. FOCUS GROUPS: Bring together a group of 8 to 12 people representing your target group. With 3 to 5 prepared questions, open a discussion which will generate the information you desire.**

7. PEER EVALUATION: Involve colleagues, community members, and/or other interested individuals in formal or informal evaluations of your program. This can be done through:

   UNOBTRUSIVE OBSERVATION. (assigning individual(s) to unobtrusively observe the program, clientele reactions etc., during the actual presentation. The emphasis here

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** Adapted from *Evaluating Library Programs and Services: Tell It!* Training Manual. Edited by Douglas Zweizig with Michele Besant. Madison, WI; School of Library and Information Studies, University of Wisconsin, 1993.

is on observing the quality of the reactions, not the quantity (of attendees, numbers served, etc.).

FORMAL QUESTIONNAIRES, PANEL DISCUSSIONS, OR FORMAL REPORT WRITING, are other methods of peer evaluation.**

8. FAST RESPONSE SURVEYS: Are used to gather baseline data on a new program or service, and to make informed, quick decisions used to adjust programs, when existing data is unavailable. Fast response surveys are given to a small sample group and contain few questions. Generally these surveys are done in questionnaire format, but focus groups are another alternative.**

9. ATTITUDINAL MEASUREMENT: Used to determine feeling states of mind regarding your program, and especially valuable when you are collecting and comparing users and non-users. Attitudinal measurement assesses levels of satisfaction, predisposition towards certain actions or reactions, and assists in predicting future behavior. All of these can be valuable in improving your programs.**

Quantitative and Qualitative Evaluation

When evaluating a program or service, collecting some type of statistics is considered mandatory. Statistics are your **QUANTITATIVE EVALUATION.** For instance, you may collect statistics showing changes in circulation during your reading program, or members of youngsters in attendance at the program. In the list above: "Suggested Areas of Evaluation", items 1-5 are examples of quantitative measures.

Combined with quantitative evaluations, most libraries are also using **QUALITATIVE EVALUATIONS.** Examples of qualitative evaluations include fast response surveys, focus groups, peer evaluations and observations. (Items 6 through 9 on the "Suggested Areas of Evaluation" list.)

Qualitative measures are a valuable complement to the statistical measures collected, especially when presented to people outside your library staff such as county or city leaders, funding agencies, or library trustees. Statistics can be dry and relatively meaningless to these individuals because they don't have the basis to compare these numbers over time. However, statistics combined with quotations and examples gleaned from surveys or focus groups, have been found to a very effective to demonstrate the value of library programs.

We hope you begin to use some of the qualitative evaluation measures and follow up by presenting them in your program reports to your library director, board members, funding agencies, and to the State Library in your Arizona Reading Program Evaluation this year.

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** Adapted from *Evaluating Library Programs and Services: Tell It!* Training Manual. Edited by Douglas Zweizig with Michele Besant. Madison, WI; School of Library and Information Studies, University of Wisconsin, 1993.

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REPRODUCIBLE READING PROGRAM SURVEYS

Source:

Output Measures for Public Library Service to Children by:
Virginia A. Walter
Chicago, ALA, 1992

Summer Reading Program Survey[*]

Please take a few minutes and answer these questions. Your answers will help us improve the Summer Reading Program next year!

1. How old are you? __________

2. Are you a boy or a girl? Circle the right answer. BOY GIRL

3. Make a check mark in front of any of these activities that you took part in this summer.

   ______ Summer school

   ______ Family vacation

   ______ Swimming lessons

   ______ Other lessons

   ______ Camp

4. How did you hear about the Summer Reading Program? Please check the right answer. You can check more than one answer.

   ______ My mother or father told me about it.

   ______ My teacher told me about it.

   ______ The librarian told my class about it.

   ______ I heard about it at the library.

   ______ Some other way.

   ______ I don't remember.

More questions on the next page...

---

[*] Survey from: Walter, Virginia A. *Output Measures for Public Library Services to Children*. Chicago, ALA, 1992.

Summer Reading Program Survey* (continued)

5. Make a check mark in front of the library activities that you took part in this summer. Draw a happy face after the activities that you especially enjoyed.

_______ Reading books

_______ Story hours

_______ Awards ceremony

_______ Magic show

_______ Film programs

6. What did you think of the prizes this summer? Check the right answers. You can check more than one answer.

_______ I didn't get any prizes.

_______ Great!

_______ Okay.

_______ Dumb.

_______ I don't care one way or the other.

7. What did you think of the theme of the Summer Reading Program? Check the right answer.

_______ I didn't pay any attention to the theme.

_______ I liked it.

_______ I didn't like it.

_______ I don't care one way or the other.

8. Tell us anything else you think we should know about the Summer Reading Program. You may write on the back of the page.

Thank you for answering our questions. Please give this form to the librarian today.

---

* Survey from: Walter, Virginia A. *Output Measures for Public Library Services to Children*. Chicago, ALA, 1992.

Cuestionario del programa de lectura de verano*

Por favor toma unos minutos para contestar las siguientes preguntas. Tus respuestas nos ayudarán a mejorar el programa de lectura de verano en el próximo año.

1. ¿Cuántos años tienes? ______

2. ¿Eres un niño o una niña? Pon un círculo alrededor de la respuesta correcta.

   Niño Niña

3. Pon una marca al costado de las actividades en que participaste este verano.

   _______Escuela de verano.

   _______ Vacaciones de familia.

   _______ Clases de natación.

   _______ Otro tipo de clases.

   _______ Campamento.

4. ¿Como te enteraste del programa de lectura de varano? Por favor marca la respuesta correcta. Tu puedes marcar más de una respuesta.

   _______ Mi madre o padre me lo dijo.

   _______ Mi maestro(a) me lo dijo.

   _______ El/la bibliotecario(a) se lo dijo a mi clase.

   _______ Me enteré de ello en la biblioteca.

   _______ Amigos me lo dijeron.

   _______ Me enteré de otra manera.

   _______ No me acuerdo.

Más preguntas en la próxima página...

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* Survey from: Walter, Virginia A. *Output Measures for Public Library Services to Children*. Chicago, ALA, 1992.

Cuestionario del programa de lectura de verano * (continuar)

5. Marque las actividades de la biblioteca en que participaste. Dibuja una cara sonriente al costado de las actividades que más te gustaron.

______ Leer libros.

______ Horas de cuento.

______ Ceremonia de premios.

______ Programa de magia.

______ Programas de pelicula.

6. ¿Qué te parecieron los premios de este verano? Marca las respuestas correctas. Tu puedes marcar más de una respuesta.

______ No recibí ningún premio.

______ ¡Estupendo!

______ Bueno.

______ Tonto.

______ No me importa.

7. ¿Qué tal te pareció el tema del programa de lectura de este verano? Marca la respuesta correcta.

______ No me fijé del tema.

______ Me gustó.

______ No me gustó.

______ No me importa.

8. Cuéntanos cualquier otra cosa que necesitamos saber acerca del programa de lectura de verano. Puedes escribir al otro lado de esta página.

Gracias por haber contestado nuestras preguntas. Por favor entregue este forma a el/la bibliotecario(a) hoy día.

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* Survey from: Walter, Virginia A. *Output Measures for Public Library Services to Children.* Chicago, ALA, 1992.

Preschool Story Hour Survey*

Please take a few minutes to answer these questions. We are interested in knowing how you and the child you bring to the library respond to Preschool Story Hour.

1. How old is the child you bring to Preschool Story Hour? ____________

2. Approximately how many times did you attend Preschool Story Hour this year? ________

3. Do you check out books for your child when you come to Preschool Story Hour? Circle the best answer.

   Always Never Sometimes Don't Know

4. Does your child remember and repeat the rhymes and finger plays that he or she hears at preschool story hour? Circle the best answer.

   Always Never Sometimes Don't Know

5. Does the content of the Preschool Story Hour seem appropriate for your child? Circle the best answer.

   Always Never Sometimes Don't Know

6. Do you use the follow-up activity sheet with your child? Circle the best answer.

   Always Never Sometimes Don't Know

7. Would you recommend that a friend bring his or her child to Preschool Story Hour? Circle the best answer.

   Yes No Maybe Don't Know

8. Is there anything else you'd like to tell us about your experience with Preschool Story Hour? Please feel free to use the back of the page.

Thank you for answering our questions. Please leave this form with the librarian today.

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* Survey from: Walter, Virginia A. *Output Measures for Public Library Services to Children.* Chicago, ALA, 1992.

Cuestionario de la hora de cuentos para niños preescolares*

Por favor tome unos cuantos minutos para contestar estas preguntas. Nosotros estamos interesados en saber como usted y el/la niño(a) que usted trae a la biblioteca reaccionan a la hora de cuentos para niños preescolares.

1. ¿Cuántos años tiene el/la niño(a) que usted trae a la hora de cuentos? __________

2. ¿Aproximadamente cuántos veces han asistido a la hora de cuentos este año? ___

3. ¿Saca libros para su niño(a) cuando vienen a la hora de cuentos? Pon un círculo alrededor de la major respuesta.

   Siempre   Nunca   A veces   No sé

4. ¿El/la niño se acuerda y repite las rimas y los juegos de dedos que el o ella escucha en la hora de cuentos.

   Siempre   Nunca   A veces   No sé

5. ¿Es el contenido del la hora de cuentos apropriado para su niño(a)?

   Siempre   Nunca   A veces   No sé

6. ¿Usa las hojas de actividades de proseguimiento con su niño(a)?

   Siempre   Nunca   A veces   No sé

7. ¿Recomendaría a un amigo(a) a que traiga a su niño(a) a la hora de cuentos?

   Si   No   Quizás   No sé

8. ¿Hay algo que quisiera contarnos acerca de su experiencia con la hora de cuentos? Sientase libre de escribir en el otro lado de esta página.

Gracias por haber contestado nuestras preguntas. Por favor deja este cuestionario con el/la bibliotecario(a) hoy día.

---

* Survey from: Walter, Virginia A. *Output Measures for Public Library Services to Children*. Chicago, ALA, 1992.

Opinions vary among librarians as to the structure and formats of reading programs. Some libraries present a highly structured Reading Program during the summer; some have no formal structure at all; and most fall somewhere between these two extremes.

For instance, one library discovered that having a required reading list and requiring that a minimum number of books be read This turned off the children in their program to the point that only 45% finished the program and received certificates. However, the children still seemed to enjoy the oral reports portion of their program, so the library changed the program to a contract system. Oral reports were given in a group sharing situation or two children shared a book they had recently read, with others in the group.

Another library totally abandoned any type of structured program and provided various activities in which the children could freely participate. A third library was very successful with a formal structured program in which the children were required to read a certain number of books to receive a certificate.

These varied program philosophies appear to result from the reasons why librarians do a Reading Program. To find out which is best for, you must first review your philosophy of programming, and in particular your philosophy on Reading Programs.

When you have reviewed your philosophies, ideas, and experiences, consider the following items that may also affect your program:

Facilities

A. What amount of space is available and for what size group?

B. What size is your group?

C. Will the excessive noise level disturb other patrons using the library or is a separate room available for busy activities?

D. Is there a play area available for outdoor activities? Is a local park available for opening or closing parties?

E. How long will the programs be, and how often will they meet?

F. Will decorations and displays be put up in the area?

Staff

A. How large is the staff?

B. Does regular or volunteer staff, increase or decrease in size during the summer months? Are older youths used as volunteer helpers for your program?

C. How much time does staff, and volunteers have to participate in the program? Is it a key time for staff vacations?

D. Can parents of participants help with activities or perhaps provide refreshments?

rev. 10/95

E. What special talents can staff, parents, and volunteers contribute to the program? (i.e., musical, arts & crafts, and drama)

Participants

A. What is the maximum number of children you can accomodate?

B. Will there be age limitations?

C. Are participants broken up into groups based upon age, reading skills, grade level, or do they participate as one large group?

D. Will a Read-to-Me program for pre-schoolers be offered?

Collection

A. Does the library need to purchase materials from the bibliography provided in the Arizona Reading Program (ARP) manual, collection?

B. Will bibliographies of your local resources be printed for the participants as supplemental handouts to the program?

Scheduling

A. Decide when and how registration for the program will begin in the library.

B. Contact local newspapers, radio stations, and possible television stations to find out what their deadlines are for publicity.

C. What kind of school visit, if any, will there be? (i.e., thematic skit given, book talks, handout flyers or a short narrative on the program?)

D. Alert all other library staff as to the dates of the programs and the special events.

Budget

A. What arts and craft supplies do you have or can you purchase?

B. What craft materials, prizes or incentives can be donated by local merchants?

C. Will participants be asked to provide their own supplies for certain activities?

D. Will it be necessary to purchase promotional materials in addition to those which the state provides free?

E. Is it necessary to ask for additional money for performer's fees, overhead costs -- rental space, or additional publicity (flyer)?

rev. 10/95

F. Is it possible to have a fundraising project to add to the available revenue for the program? Can your Library Friends group help?

Miscellaneous

A. Can field trips be planned and completed?

B. How can you use guest speakers, musicians, artists, and story tellers in your program?

C. What kind of support might you obtain from various merchants and civic groups for the program?

D. Has anyone else developed an activity or idea that had great success that could be used in the program?

Questions like these, along with an understanding of your personal interests and philosophy and the particular needs of your community, will help build the foundation on which the structure of your Reading Program will be based.

Structured Programs

Formally structured programs format allow the librarian more control over the participants' reading. However, they require a larger staff and a larger collection of material. Below are some items to consider in setting up a structured program.

1. Set age limits for children participating.

It is desirable to offer something for all age groups. If you only have time for one program, then try to reach an age group not normally served during the rest of the year. For example, if there is a storytime during the winter for pre-schoolers, offer something for school age children during the summer.

2. Determine the number of books/number of minutes children must read to get a certificate.

Try not to set the requirement so high that it will discourage children from reading or encourage "cheating" by way of reading below their level. It is important to remember that the slow reader, the learning disadvantaged and the handicapped child needs to feel that they belong. If you decide you want to require a certain number of books/number of minutes to be read by the participants, keep the number within a reasonable limit. Determine the length of your program and the average reading ability among your patrons. Make special provision for those children who are poor or non-readers to earn a certificate in some other way.

3. Create required reading lists.

Compile a list of books that reflect the theme of the Arizona Reading Program.

4. Avoid competitive programs.

If a library's main thrust is to reward the child who reads the most books, then the interest of the poor reader is lost. It is as great an accomplishment if the slow reader gets through one or two books as it is if the bookworm gets through 50 to 100. Make sure rewards are available to everyone.

5. Encourage oral or written reports.

Oral reports, while very time consuming, give the librarian and the child time to discuss books and gives the librarian an opportunity to determine in which direction to guide the child in future reading. Written reports stimulate the thinking and writing skills of the child.

NOTE: Be careful not to exclude any child because of handicap, reading ability, noncompetitive attitude or even part-time status in the program.

Nonstructured Programs

This format works best for small libraries with limited staff or volunteer resources. It is marvelous for the child who is looking for a **non-classroom** type summer activity.

1. Any child may participate.

2. There is no required reading list or minimum number of reports.

Design displays and special interest lists, but allow children to choose their own books from the library collection.

Any child who has participated by reading at least one book or by participating in one activity may receive a certificate.

3. Children keep their own reading records for personal satisfaction.
4. If the child moves or goes on vacation to another part of the state and the local library there has a summer reading program, the child may continue the program with them.

Contracts or Individual Goal Setting

1. Do not require a minimum or maximum number of books to be read.
2. Children set personal goals of how many books to read.
3. Draw up individual contracts between the children and the librarian delineating the **agreed goal.**
4. Sign contracts before beginning the program or when the children read their **first books**.
5. Do not quiz children on the books they have read.
6. Make no restrictions on the type of literature to be read. Encourage children to read at or above their current reading level.

Read-To-Me Programs

Although Summer Reading Programs have traditionally been directed at children who have learned to read, in recent years many libraries have also offered Read-To-Me programs for preschool children. Offer these in conjunction with the Summer Reading Program using the same or a different theme or at a different time of the year as a separate promotional activity.

A Read-To-Me program involves parents and children reading together. Children get credit for each book read to them. Award a certificate or other small prize upon completion of a certain number of books. The library may issue reading records and/or have a bulletin board or display where children keep track of the number of books read.

The Read-To-Me program can be an excellent activity to implement with groups of preschoolers who attend story hour in the library or whom the librarian visits at a child care center. Center staff could introduce the program to parents and encourage them to join and use the library to complete the program. The library and center could give a joint certificate. This could be a good way to reach those parents who may not read to their children or be regular library users.

On the following pages are two lists of tips for parents. You may wish to photocopy them and provide them to parents when they register their children for the Reading Program.

A Word (or 2) For Parents
How to Read Aloud With Your Child

1. PLAN AHEAD. Choose a time when there will not be interruptions; if possible have a regular time each day.
2. SELECT A QUIET, COMFORTABLE PLACE. Sit so your child can see the pictures easily--on your lap or near you.
3. SELECT SEVERAL BOOKS ahead of time that you think he/she will enjoy; read through them, yourself before sharing them so you can read smoothly.
4. TRY TO READ IN A NATURAL VOICE that's soft, low and interested.
5. BEGIN WITH THE FAMILIAR such as Mother Goose, finger plays, songs, poems, etc.
6. PAUSE AT INTERVALS. This gives your child a chance to react to the story and the illustrations.
7. RESPECT YOUR CHILD'S MOOD Boredom or restlessness perhaps indicate the book or time isn't right. If he/she doesn't want to discuss the pictures, don't step-up the pace. Your child may want to turn several pages to finish more quickly. Let her/him.

DOs

Take advantage of your child's interests, e.g., dinosaurs, trucks, etc.

Keep books around even if he/she shows little interest in them right now.

Ask questions as you read.

Encourage your child to make up his/her own stories to go with the pictures.

As your child reaches school age, begin to include longer stories that can be read one episode or chapter at a time. Graham's **The Wind in the Willows.**

DON'Ts

Use story time to teach reading.

Compare your child to another who loves reading.

Be surprised if your child wants to hear the same book repeatedly. The high interest and repetition will be good for him/her.

Basic Guidelines For Selecting Material To Read Aloud

1. You must like the story. You are more likely to draw an emotional reaction, if you are involved with the story yourself.

2. Books well written have vivid characterization and the pace is fairly fast—more action, and less description.

3. Five to ten minutes may be plenty of time to read to your child, because most pre-schoolers have short attention spans.

4. The real test of a good book is its ability to give pleasure to both parent and child. Listening provides natural opportunities for development of vocabulary and an acquaintance with English syntax.

MOST IMPORTANTLY, you help your child to know good books and poems in a relaxed, warm atmosphere.

The following list of tasks can be used to build a timeline. Remember to keep a monthly calendar with important dates marked. Planning calendars are included at the end of this chapter.

4 -5 Months Prior to Beginning of Summer

1. Review the manual thoroughly. Read over the activity sheets to plan for required materials.
2. Choose dates, structure and procedures of the program.
3. Check State Library Reading Program materials request form to be sure an accurate number of items has been ordered.
4. Create a calendar for tentative scheduling of programs.
5. Look for local talent and volunteers. Staff and patrons may have special talents and interests to share.
6. Order books to enrich the theme and order any media for programs. Check bibliography against holdings. Consider paperbacks to supplement where needed.
7. Send letters to Friends of the Library and community organizations asking for donations.

2-3 Months Prior to Summer

1. Finalize program schedules. Plan alternate programs in case of cancellations.
2. Confirm films, performers and craft dates. You may want to "kid test" crafts.
3. Order material for crafts.
4. Check AV equipment and repair as necessary. Buy extra lamps.
5. Prepare flyers with information about the program. Distribute to children and parents at schools and at the circulation desk.
6. Prepare bulletin board materials.
7. Prepare needed materials for volunteers.
8. Send letters to Friends of the Library and community organizations asking for volunteer helpers.

1 Month Prior to Beginning of Summer

1. Place posters in the community and in the library.

2. Visit newspapers, radio and TV stations to explain your publicity needs and take your first press release. This approach is advisable only in smaller communities.

3. Arrange and make school visits. Do not forget private and church schools in the area. It may be necessary to concentrate on certain grades due to time limitations. Distribute flyers during your visits and ask to have notices put in the school's last newsletter or in flyers sent home with report cards. Remember the parent groups or organizations like Girl Scouts, Boy Scouts and day care groups in your community.

2-3 Weeks Prior to Summer

1. Have staff meetings about the programs planned and pass out schedules.

2. Begin decorating the library.

3. Make packets for registration. Try to include reading records, schedule of events and membership cards.

Remember to write these schedules and events on the calendar. How many weeks will the Reading Program run? What day will you clear school visits with the principal and the librarians of each school? When does school end? What are the other events in town? (For example when does the pool open, camps begin, or little leagues have play-offs?) When will registration for the library reading program begin? End? What are the print deadlines for local school newspapers, community newspapers, church bulletins, community or civic club newsletters? When will you put up posters in the schools, in the community? What days will you have special activities? Will there be a special opening event and closing celebration? What is the staffs' vacation schedule? Will you have an orientation for staff, volunteers and friends group?

When you have developed your timeline and finish as many of the reading programs dates as possible, publicize them in your opening announcements. Be sure everyone knows about the events happening in the library, so other activities won't be scheduled that will compete with the library. It is a good idea to include a list of activities in newspaper publicity throughout the reading program to remind other program planners of your schedule.*

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*Adapted with permission from the Tennessee State Library and Archives from *Cool Cats/Hot Books Summer Reading Program Manual* ©1989.

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December

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22	23	24	25	26	27	28
29	30					

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	*2*	*3*
4	*5*	*6*	*7*	*8*	*9*	*10*
11	*12*	*13*	*14*	*15*	*16*	*17*
18	*19*	*20*	*21*	*22*	*23*	*24*
25	*26*	*27*	*28*	*29*	*30*	*31*

September

Things To Do:

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August

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25	26	27	28	29	30	31

October

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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Preparing Printed Matter*

Face-to-face public relations and promotion for specific programs are a much easier job when accompanied by something tangible to hand out. Printed matter always helps underscore the message and leave a physical reminder of the program. Publicity pieces for the Arizona Reading Program can be as simple as a bookmark or flier. Reproduction by a quick printer for large quantities or a good copier for smaller needs is inexpensive.

The clip art for the Arizona Reading Program is yours to adapt and use however you like. Reduce it, enlarge it, reposition it, cut it up, color it, whatever.

Use a variety of techniques to prepare professional-looking custom information on printed matter. If you have access to a copier that reduces and enlarges, transform simple typewritten copy into a larger, bolder version, ready to paste-up in a layout.

Art or graphic supply stores, and quite a few stationers, carry a wide variety of "rub-on" lettering. One or two sheets of lettering should be enough to see you through all your printed pieces. It is relatively easy to use the letters. Suggestion: apply the letter to a separate sheet of white paper, then cut the set type out and past it to the layout. Set type line-by-line, cutting out and placing each line of type individually in relation to the other lines of type. This technique prevents tragic and unsightly placement of letters directly on a layout, and lets you play with your arrangement a little before you commit it to glue.

Professional typesetting is not terribly expensive. Take just a few headlines, your library's name, address, the pertinent facts of your program to be set, and then photocopy the additional copies and sizes you need at the library. Nearly any mechanical means of typesetting, including typewriter copy, looks more professional than hand-done lettering. **UNLESS YOU'RE A WHIZ CALLIGRAPHER, RESIST THE TEMPTATION TO HAND-LETTER!**

The Importance of an Information Form

When you solicit monetary support for your program, be it in kind support, museum passes, ice cream coupons or a feature story in the newspaper, include a business-like fact sheet in addition to your printed publicity pieces. The fact sheet should include:

- the purpose of the Reading Program
- who will be involved in the program, and how participants will benefit
- dates, times, and locations
- this year's theme
- special plans for the summer
- what kind of help the library needs
- who to contact at the library for more information

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[*] Adapted with permission from the Tennessee State Library and Archives *Cool Cats/Hot Books Summer Reading Program Manual,* ©1989.

- past programs and themes
- statistics from previous years

Having a background sheet that includes details lets potential sponsors, helpers and reporters know that you're serious and organized about your program. It can save much time for you in terms of answering philosophical questions or explaining the reasons for the program.

Person to Person Contact

Nothing makes people more likely to come to the library than a personal invitation. Failing a personal invitation, a judiciously posted flier can work wonders. If you can possibly spare the time to get out in the community, you'll find that your efforts are worth it. Arm yourself with bookmarks and visit the classrooms to talk with kids. If you can't spare the time, use the mail! Write a peppy cover letter and mail bookmarks to the school principal for distribution to the students. Ask to speak to PTA groups and for announcement space in their newsletters. Catch kids and parents where they are: send library staff home with fliers to post at their neighborhood stores. Take a pile of bookmarks to your local bookstore and ask them to give bookmarks out with purchases. Call upon all those organizations who post notices at the library to post notices for you, or to mention your program in their newsletters. Freely mail your information to any adult who seems interested, and of course, use it if you're soliciting goods or money.

Perhaps the best public relations you do at the library itself are promoting the programs to the parents and children who use the library. These are the most likely candidates for your program. Inform your staff of every last detail of the Arizona Reading Program and spend several weeks hitting up everybody who walks through the door with Arizona Reading Program information and encouragement. Post fliers and posters generously around the library—and put your reading sign-up station in a conspicuous spot. Create a splashy display. Post the kids' names as they join. Attract attention and encourage questions.

Handling the Media

The library has many allies in the community, and media people are among them. Don't be shy about asking for coverage. Assume you're on friendly ground and tell your story around!

Newspaper Features

Newspaper stories are wonderful program packers. No other medium allows you so much time and space to tell your story. You can usually get in all your nitty-gritty details and still have time to philosophize about the greater meaning of the Arizona Reading Program. Drop off a packet of information materials (your information form and other pertinent pieces) to the newspaper. With a small community newspaper, call the editor and talk about doing a feature article. Include a news release, written in narrative form, that explains your program briefly.

Double space your news release, and begin typing your copy on the lower half of the page, continuing your narrative on succeeding pages, if necessary. It is best to keep to one page and add a fact sheet. This spacing allows room for editorial comments, notes, and other comments. Make it clear in a cover letter that the materials are adaptable, and that the paper is free to use them in any way they see fit. Many community papers will use your writing verbatim; others

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will adapt the writing or write their own feature articles. Make it easy for paper people to find you or your contact person for interviews or to answer questions. Many papers are glad for you to come in and talk to them personally; find out on the phone what they prefer. If your paper gives you a feature story on the Reading Program at the beginning of the summer, ask them then about doing a follow-up story at the end of the summer. How programs turn out interests most newspapers.

Whenever possible, include a photograph with your press release. Photos are always more eye-catching than just text, and editors love them because photos of local people (especially kids) sell papers! Send clear black-and-white pictures.

Radio Public Service Announcements

Never underestimate the power of the radio. People listen. All radio stations, to maintain their broadcast licenses, are obligated to run public service announcements (PSAs) regularly, free of charge to community organizations. Most are more than happy to receive PSAs and graciously give good airplay to them. Most stations would prefer to receive a typed PSA that announcers can read off the cuff at various intervals instead of a produced, taped spot that they must plan to use. Ask the station for a taped or live on-air interview about your program. If interviews are featured regularly on your station, you might just want to pursue this. All you need to do to get a PSA on the air is to mail it in. Call the station's switchboard to find out the name of the Public Service Director and mail your announcement to that person. A simple cover letter requesting support for the program assures air-time. A few rules of thumb govern the writing of PSAs:

Always include, at the top of your PSA, the following information:

DATE: (Date you're sending the announcement out)

PUBLIC SERVICE ANNOUNCEMENT RE: (Brief description)

PROGRAM DATE: (Date your program starts)

AIR DATES: (Choose a time period over which you want announcement made)

FOR MORE INFORMATION: (Your contact person's name & telephone)

TIME: (10 sec., 20 sec., 30 sec., etc.)

Double-space your announcement for easy reading. Use ALL CAPS for the same reason. Make sure your announcement and header information (above) all fits on one page. You may want to send in several PSAs of varying lengths, to give the announcers a choice. Send each one on a separate sheet, each with the same header information.

Keep your messages within the 10-, 20-, or 30-second limit. Time it yourself, reading at a normal pace, to make sure. Always include the pertinent information in your announcement: Who, What, When, Where, and How to get more information. There's no time in a 30-second announcement to get to the Why—spend your remaining seconds on a catchy invitation.

Television Announcements

Television stations must provide public service time, too. Many have noon or morning "magazine" shows that include a regular segment of time for community announcements. All you need to do to get your announcements read during these times is call the station to find out who coordinates announcements for the show, and mail your information to that person.

Getting a stand-alone public service announcement on television (one that is run in a string of commercials during regular programming) is a little more complicated. You must call the Public Service Director at the station to arrange this. Taped public service announcements must be shot on 3/4" videotape (home cameras use 1/2" tape), and are difficult for most libraries without studios to produce. You may be able to talk your local station's Public Service Director into filming a spot for you and duplicating it for other stations in the area. Before approaching a station about doing this, you must have a script and scene in mind. It's much easier for them to make a decision if they have some idea what it's going to involve. If a taped PSA is out of the question, most stations will accept a slide and an announcement. They will hold the slide on screen while they run a taped voice-over of your announcement. Wording should be similar to radio spots—nothing longer is appropriate. Your slide can be a "reproduction" of the Reading Program artwork. Make it colorful. When shooting slides for television, remember to leave a very wide border around your actual copy. Not all of slide is picture shows on a television screen. Do not use white as a background color; white shimmers and glares on TV. Slides of library activities might also be appropriate for PSAs: keep your main visual idea restricted to the center area of the slide.

*A MAJOR WORD OF CAUTION ABOUT TELEVISION ANNOUNCEMENTS

Television is an incredibly regional medium. Always bear in mind the impact your announcement will have on other libraries than your own. Your announcements may be seen by viewers over many counties—and everybody's library has a different thing going regarding program specifics such as dates, events, awards, and so forth. Keep your TV PSAs generic enough so they won't cause heartbreak or utter chaos in somebody else's library. Call around to other libraries in your viewing area and get their feelings on the issues before you approach the TV people.

TV News Coverage

Go for it! If you have an event (an **event**, not a summer-long program) that's newsworthy, call the News Director at your station. Be very specific about what a camera might see, how many people are expected to be there, and how many kids participate. Paint a colorful picture and tempt the news people with a good "parting shot" on the nightly news. Tell the News Director you'll drop off some background information at the station, then do it. (Include your information for the Arizona Reading Program, and any other pertinent materials you have on hand.) Add a separate sheet that gives details on the event you're wanting covered: time, place, what's happening when, and what good visuals they might find. News people can never commit to coverage ahead of time (you're up against national news and local house fires) but most are willing to seriously consider library stories, especially when kids are involved.

Letter to Parents

Dear

Each summer the Public Library provides a summer reading program for the children of the community. It is an important program designed to help children in our community maintain their reading skills during the summer recess from school. Studies have shown that unless a special effort is made to prevent it, there is a substantial loss of reading skills during the summer vacation.

Another goal of summer reading is to help the children discover the pleasure of recreational reading. We are constantly looking for ways to entice the non-reader and low level reader to read since the best way to improve a child's reading ability is to get them to read. Our program is designed to be fun as well as educational.

We are asking for your help in providing this important program for the children of .
We are asking businesses and individuals to contribute to help pay for the reading incentives the children earn by reading books. Your donation will be used for things such as purchasing tee shirts for children participating, prizes for children who read the most books and other incentives to encourage children to read, read, read!

We have an exciting program planned for this year and we hope that you will want to help make it happen. Please feel free to contact (Librarian) at (Phone Number) if you have any questions or if you would like more information. We would appreciate a response by (date) , so that we may plan accordingly.

Thank you for your time and consideration.

Sincerely,

(Name)
(Library)

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"KIDS SPORT CARD SHOW"

Finally a card show just for kids. All spaces are reserved for kids.

Adults are welcome to come and buy.

Sponsored by - Your Library Summer Reading Program

Date -

Time -

Place -

Cost -
1. can be time spent reading
2. number of books read
3. or a fee

BUY SELL OR TRADE - The money is yours to keep

All you SPORT CARD FANS come out and support these kids.

Please run this article through (DATE)

Any Help You Can Give Us Will Be Greatly Appreciated.

Thank you!

Sincerely,

(Librarians Name)
Children's Librarian

SAMPLE NEWS RELEASE

From: (Library)
(Street)
(City/State/Zip)

Date: (Current Date)
Contact: (Name)
(Phone)

RE: Reading Program

Release Date:

EVERY ONE A WINNER

At the ____________ Public Library, we are gearing up for summer Olympic events and a sports spectacular. Our theme, **EVERY ONE A WINNER**, covers everything from library Olympic events to crafts and games. If you are between the ages of ______ and ______, join the library Olympics at ______name of library______________. You will read great books, play exciting games, see musicians, storytellers and magicians. You will have a simply stupendous time this summer!

Call or come by the public library for more information.

SAMPLE NEWS RELEASE II

From: (Library
(Street)
(City/State/Zip)

Date: (Current Date)
Contact: (Name)
(Phone)

RE: Reading Program

Release Date:

SUMMER READING PROGRAM RETURNS

The Arizona Reading Program is back again this summer at ______name of library______. This year, our theme is **EVERY ONE A WINNER**! Kids ages __________to_____ are invited to join the library staff in a whole new adventure revolving around Summer Olympic Games! Enjoy a summer filled with crafts, games, puzzles, performers, artists, movies, stories and more! Come by_____name of library____________________ or call us at ____to sign up for **EVERY ONE A WINNER!**

SAMPLE NEWS RELEASE III

From:	(Library	Date:	(Current Date)
	(Street)	Contact:	(Name)
	(City/State/Zip)		(Phone)
RE:	Reading Program	Release Date:	

EVERY ONE A WINNER

EVERY ONE A WINNER , summer Olympics with local twist, is the theme for this year's Reading Program at the ____________________ Library. Open to children ages _______ to _____ this weekly program encourages and emphasizes the joys of reading, through educational and fun summer activities. Every child will be a winner with reading.

The children may begin to register for the program on ____________________; activities begin ____________________. The ____________________ Library is located at ____ and you may telephone ____________________ at ____________________ for additional information about the program.

FOLLOW-UP NEWS RELEASE

From:	(Library)	Date:	(Current Date)
	(Street)	Contact:	(Name)
	(City/State/Zip)		(Telephone Number)
RE:	Reading Program	Release Date:	

EVERY ONE A WINNER

More than ______ young people participated in **EVERY ONE A WINNER**, the Arizona Reading Program held at the ____name of library____________. The program provided by the Arizona Department of Library, Archives and Public Records and local libraries, was a huge success! Performers who gave presentations at the library were (list names and their specialty).

Librarian, ______________________, reports that children's programming will continue this fall with (indicate plans and dates).[1]

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[1] Adapted with permission from Dorothy White, State Library of Louisiana, Summer Reading Program.

SAMPLE PUBLIC SERVICE ANNOUNCEMENT I

From:	(Name of Library)	Date:	(Current Date)
RE:	Reading Program	Air Dates:	Time Period for Announcement
Program Date:	(Date Program Starts)	Contact:	(Name) (Telephone Number)
Time:			

EVERY ONE A WINNER is this year's Arizona Reading Program theme. Because it is an Olympic summer, the library is sponsoring its own Olympic style events. Here are some of the activities that will be taking place at the public library: (list here)

Call the ______(name of library)__________________at______________________________ for more information. Brought to you by your local library and the Arizona Department of Library, Archives and Public Records.[2]

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[2] Adapted with permission from Dorothy White, State Library of Louisian Summer Reading Program.

SAMPLE PUBLIC SERVICE ANNOUNCEMENT II

From:	(Name of Library)	Date:	(Current Date)
RE:	Reading Program	Air Dates:	(Time Period for Announcement)
Program Date:	(Date Program Starts)	Contact:	(Name) (Telephone Number)
Time:			

Celebrate the Summer Olympics. Make crafts! Play games! Listen to story tellers, magicians! Create and invent! Be a player in our library Olympic events! The ________(name of library)____ is sponsoring **EVERY ONE A WINNER** this summer's Reading Program. If you are between the ages of____________________and____________, join the fun at the Arizona Reading Program.

FINAL NEWS RELEASE

From:	(Library) (Street) (City/State/Zip)	Date: Contact.	(Current Date) (Name) (Telephone Number)
RE:	Reading Program	Release Date:	

EVERY ONE A WINNER

EVERY ONE A WINNER was the name of the 1996 Arizona Reading Program held at the name of library________ And there were lots of local winners!_________ (number of children) discovered the joy of reading and were entertained by Olympic competitions, craftmaking, storytellers, activities, magicians, all at the library. Over a period of _________weeks, more than (number) (books or minutes) were enthusiastically read by the participants. Children received prizes such as _________(list some here)_______________ as they met reading goals. Local sponsors included _________(list here, if any)_______________________. In conjunction with the program, _____number______ people attended special events held at the library.

For information about programs at the _________________________ Library this (month)______, you may telephone __________________________ at __________________________. The library is located at ___________________________________.

It is very important during your reading program to recognize the progress your participants are making. Do this in one of two ways. The first is through incentives: items you receive from the State library, or items donated by the local merchants or items you purchase yourself. The second way you recognize your readers is to give each participant a certificate.

Awarding Certificates

Award the certificates at the end-of-summer celebration through schools, after school begins, or individually as children complete requirements.

1. Many libraries plan special programs or parties to wind up the Reading Program on a festive note. If the library distributes certificates at a final celebration, make it seem special. Perhaps the library can have a special guest, such as a local official, to help give out certificates. Libraries who have done this reported that they had many unclaimed certificates, and indicated that this process needs a back-up distribution system.

2. If the library plans to distribute certificates in the fall through the schools, contact the schools for approval in the spring. Ask to be able to do this at an assembly if possible.

3. Some libraries give certificates to children as they complete requirements. This has the advantage of solving the problem of unclaimed certificates at the summer's end. However, it may make children feel they have finished the program and thus finished the reading for the summer. If you use this approach, be sure staff tells the children as they award certificates that they hope the children will keep reading and visiting the library. The library can still have an end-of-the-summer party without the certificate distribution.

Incentives

Many libraries like to give children some other small token for completing the program. There are arguments for and against prizes, but library budgets generally ensure they are very modest. Hint: Do not save something for a prize that is better used as a promotional item early in the program.

1. There are many ways in which public libraries can reward children for participating in the library's reading program. Incentives ranging in cost from bookmarks printed by the state library to T-shirts (one of the more expensive prizes) with the program slogan. Free tickets and coupons are also good incentives. For example, one year the Houston Astros, Denny's, and Whataburger supported a summer reading program by providing free tickets to Astros games, coupons for free snacks at Denny's, and free Whataburgers. One library provided top readers with such incentives as coupons for free mini-pizzas (Pizza Hut is usually willing), ice cream sundaes and movie tickets. Larger rewards, such as sun visors and wrap-around sun glasses, while still low cost may be provided by the Friends of the Library.

2. Buttons are extremely popular with the children. One year a library discontinued passing out club buttons to the children enrolled. They found out from the resulting outcry that the buttons were an important part of the whole program. Kids collected the buttons from the first time they enroll and built collections that they valued highly. The following year they brought the buttons back, and reading jumped 10%. Many of the sources listed in the appendix (starting on page Q-11) offer buttons at a minimal price; if you have button-making machines, volunteers could design and make them for your program.

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3. Another way to stimulate the interest of children in the Reading Program is to introduce computers. One library borrowed four Apple computers. Kids registered themselves on the computers. They kept track of their own scores as they played the reading game on a Monopoly-like game board. The kids read in specified subject areas for extra points, drew picture book reports, participated in the weekly trivia contest, and attended library programs. One of their librarians did the computer programming and designed the reading games. A big plus was the reduction in paperwork usually involved in keeping track of the participants.

Games

Games are a great way to stimulate interest in reading programs. One of the benefits of a reading game is that it attracts the average and poor readers, as well as the better readers, and everyone has an equal chance. If you are interested in finding out about Enoch Pratt's summer reading game, a report on it appears in the Spring 1986 issue of *Top of the News* magazine.

The important thing to remember is that a positive reinforcement of a love of reading is the main goal. Children's librarians have long held as their foremost objectives those so well formulated by Harriet Long in her book **Rich The Treasure:**

1. "To make a wide collection of books easily and temptingly available."
2. "To give guidance to children in their choice of books and materials."
3. "To share, extend, and cultivate the enjoyment of reading as a voluntary, individual pursuit."
4. "To encourage lifelong education through the use of public library resources."
5. "To help children develop their personal abilities and social understanding to the fullest."
6. "To serve as a social force in the community together with the child's welfare."

An Alternative View

Opponents of reading programs feel that there is a tendency by parents, teachers or the children to make participation competitive. The child reading the largest number of books is the winner of the game. This emphasizes quantity over quality and discourages some children. Some librarians feel that no awards or prizes should be given, that the only reward should be the pleasure derived by the child. Some libraries award certificates to children who read the required number of books. The schools often cooperate by presenting these certificates at assemblies. This recognizes the child's effort and encourages other children to realize that reading can be a pleasurable experience.

Also, the system of awarding prizes differs from one library to another. Some libraries reward children based on the number of books read, some on the number of pages read, and some even recognize simply the amount of time spent reading. In whatever way your library recognizes the children's participation, give some form of reward.

"...Children who are not told stories and who are not read to will have few reasons for wanting to learn to read."

Gail E. Haley, 1971 Caldecott Medal acceptance speech.

"...While enriching your child's world, don't overlook the fact that looking at books and being read to is one of the best preparations for learning to read oneself."

Toni S. Gould, **Home Guide to Early Reading**.

"...Do you read to the older children who can read for themselves? If you do not, you are depriving them of a pleasure they will remember all of their lives."

Charlotte Leonard, **Tied Together**.

As librarians, we are well aware of the benefits of reading to children. We have heard the testimonials, read the research, made our own observations. We believe strongly in the practice. But we have the opportunity to read to the same children maybe once a week. School teachers can at least read aloud to the same children every day, but we all know that the greatest impact is made by the parents who read in the home. Use the Reading Program as an opportunity to encourage reading as a family activity.

Get parents involved from the beginning of the summer reading program.

Hold a kick-off event for the Arizona Reading Program involving parents and children. If possible, have the parents and children come to the same event, breaking into separate groups after a welcome and explanation of the Arizona Reading Program.

During the parent component:

Invite a local reading specialist to give a brief presentation to the group. Colleges, universities or local school districts are all sources for speakers. The speaker should keep it short and realize that the audience is composed of parents, not educators or other specialists.

Parents not in the habit of reading aloud may be hesitant to make their first choices. Prepare a list of books you think are especially suited to the purpose. Draw attention to the list and, if possible, make enough copies to give away.

Book talk your parents! Draw their attention to books for adults that will help them get started reading aloud or inspire them. **The New Read-Aloud Handbook** by Jim Trelease is excellent. It contains lists of proven read-aloud winners. Describe or quote briefly from one or two titles.

At the end of the parent component, bring groups back together and have someone read a story or chapter to the entire group. Prepare the reader with an enticing selection, but read it, do not perform it. While everyone enjoys a good storyteller, we want to convince parents that reading and listening together is a pleasurable experience within any family's reach.

There is a rationale for stressing brevity in the parent's program. We want parents to find the program interesting and quick-moving, but we do not want to overwhelm them with the idea of reading as a family. If parents think they have to make radical overnight changes in the family's routine, they may not even get started.

Parental Program Tips

Have a guest book for parents to sign that includes addresses so that you can send invitations to future events or other information.

Provide refreshments to foster an informal, social atmosphere.

Create displays of books from reading lists so individuals can easily pick them up at the end of the program.

Allow time at the end for browsing and socializing.

Keep everyone involved during the length of the Arizona Reading Program.

If you use contracts for a reading program, allow books or pages read by parents to count toward fulfillment of the contract. Parents could make a separate contract, if they prefer, but either contract should allow the books read to count for older children as well as Read-To-Me participants.

Was the atmosphere enthusiastic at your kick-off event? If so, try a midsummer parent/child get together. You may want to have someone share a favorite book or excerpt and/or show a short film based on a children's book. Draw attention to any interesting new titles and be prepared to recommend more favorites. Allow families plenty of time to swap experiences and favorite titles as well as to browse.

A biweekly or monthly read-aloud newsletter could be a feature. This can be as simple as a photocopied list of additional titles especially suited for reading aloud or a report of the children's activities in the Arizona Reading Program. Use your mailing list if funds permit or send a sheet home with the children.

Have the last meeting of the Arizona Reading Program at a time when parents can attend and make it a big celebration. You may award certificates at this time. You can award special certificates for reading families or indicate on the child's certificate (with gummed stars or stickers) how many books were read aloud by a parent.

Refer to the section **A Word (or 2) for Parents,** in the chapter on program structures. This section has many useful tips for parental involvement. You may wish to photocopy the tips and hand them out to parents when they register their children for the Reading Program.

Do Not Discard
the
First 8
Chapters
of this manual.

They will not be reprinted next year.

1996 ARIZONA READING PROGRAM
OLYMPIC THEME

BULLETIN BOARD DISPLAYS

A combination display of games, children playing and flags – all from other countries, makes an interesting display. Lots of reproducible patterns are included with this bulletin board idea.

Included in this packet are games from eleven different countries. The games include the directions as well as the list of people and equipment needed. These may be enlarged in various colors or left white and mounted on various colors.

We have also included a master of the flag of each of the countries used in the games. Instructions on flag colors are included. These may also be blown up to be used for bulletin boards. If you have talented and willing volunteers, you may want to make the flags out of cloth.

The last section includes pictures of children playing a variety of games and sports. These can either be used with the games bulletin board or as a separate display.

Pages 51 through 77 include reproducible patterns for bulletin boards.

THAILAND:
BALLOON

NUMBER OF PLAYERS: TWO TEAMS (A AND B)
EQUIPMENT NEEDED: A LARGE DEFINED RECTANGLE DIVIDED INTO 16 EQUAL SECTIONS WITH CHALK LINES.

Directions: Team A players position themselves on the grid lines. Team A players must stay on the grid lines at all times; however, they may run along the lines in all directions. Team B players position themselves along one end of the playing field. Team B players attempt to run to the opposite end of the field and back again without being tagged. Team A players try to tag Team B players. When a player is tagged, he sits in a designated spot outside the playing area. When all players hare been tagged, the teams switch positions and another game is played.

NORWAY
Hauk OG Due

NUMBER OF PLAYERS: FIVE OR MORE
EQUIPMENT NEEDED: A LARGE DEFINED SQUARE

Directions: Position one player (Mama Dove) at one side of the square. Position another player (Hawk) inside the square. Position the remaining players (Baby Doves) on the side of the square opposite Mama Dove. Mama Dove calls "please, all my doves! Come home to me!" The Baby Doves reply, "We are scared to come home! The Hawk wants to catch us!" Then Mama Dove repeats her plea and the Baby Doves run to the opposite side of the square. If the Hawk tags a Baby Dove, the Dove becomes a Hawk. During this time Mama Doves runs along the outside of the square to the opposite side. The game continues in the same manner until all Baby Doves are tagged.

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MALAYSIA:

FIVE BATU

NUMBER OF PLAYERS: ONE OF FIVE STUDENTS
EQUIPMENT NEEDED: FIVE SMALL STONES PER GROUP, A SMOOTH PLAYING SURFACE

Directions: Individual players take turns playing this game which bears some resemblance to a game of jacks. A player holds the five stones in her hand, then drops the stones onto the playing surface. With one hand, she picks up a stone, tosses the stone in the air, and picks up a second stone before catching the tossed stone. Next she tosses the two stones in the air and picks up a third stone before catching the two tossed stones. Play continues in this manner until all five stones have been picked up. If a player misses, she passes the stone to the next player and waits for another turn at play.

SRI LANKA:

HOPSCOTCH

NUMBER OF PLAYERS: TEN OR MORE
EQUIPMENT NEEDED: A SMALL DEFINED CIRCLE WITH CHALK LINES DIVIDING THE CIRCLE INTO QUARTERS.

Directions: To play this game of tag, select a player to be It. It tries to tag the other players; however It may run only along the chalked lines. When a player is tagged, he sits in a designated spot outside the circle. If a player runs outside the circle, he is considered tagged. When all (or most) of the players have been tagged, select another player to be it.

GERMANY:
GUMMI TWIST JUMP ROPING

NUMBER OF PLAYERS: THREE PER TEAM
EQUIPMENT NEEDED: ONE CHINESE JUMP ROPE PER TEAM

Directions: Two players stand facing each other with the (Chinese jump rope around their ankles. The remaining player (the jumper) stands outside the rope. The jumper hops inside the roped area, outside the other side, inside the roped area, and back to his starting position. If the jumper completes the series of hops without a miss (touching the rope), the rope is moved upward approximately one inch. Play continues in this manner until the jumper misses. Then the three players rotate. Play continues until each player has been the jumper at least once.

PAKISTAN
ICE AND WATER

NUMBER OF PLAYERS: TEN OR MORE
EQUIPMENT NEEDED: A LARGE DEFINED CIRCLE (EITHER MOW THE AREA OR MARK IT WITH CONES.)

Directions: To play this game of tag, choose two players to be Icemakers. All remaining players are Water. When an Icemaker, tags a Water, the Water stops. To freeze the Water to Ice, the Icemaker holds onto the player and counts to five. To thaw the Ice to Water, a Water must hold onto the frozen player and count to five. Play continues for as long as time allows or until all Waters are frozen. Name new Icemakers at regular intervals.

TURKEY:
YAKARTOP

Number of Players: Two teams (A and B)
Equipment Needed: A large defined playing area, two Nerf or rubber balls.

Directions: To play this game similar to (dodgeball), position Team A around the perimeter of the playing area. Position Team B inside the playing area. Team A players toss the balls, trying to hit Team B players below the waist. (Team A players may not step into the playing area to retrieve the Balls.) If a player is hit, he sits in a designated spot outside the playing area. When only one member of Team B remains Team A has 12 chances to hit the player. If the player is hit, Team A advances to the middle of the playing area and Team B surrounds the playing area for the next game. If the player is not hit, Team B returns to the middle of the playing area and another game begins.

TANZANIA:
MPIRA

Number of Players: Ten or more
Equipment Needed: a large defined circle

Directions: To play this game of tag, select one person to be the Victim. The Victim hops on one foot trying to tag the other players. When a player is tagged, he sits outside the circle. If a player runs outside the circle, he is considered tagged. Choose a new Victim when the current Victim tires or when all of the players have been tagged.

MOROCCO:
SOCCER

NUMBER OF PLAYERS: TWO TEAMS
EQUIPMENT NEEDED: A DEFINED FIELD OF PLAY, TWO DEFINED GOAL LINES, A SOCCER BALL

Directions: Each team tries to move the soccer ball by kicking and/or passing it across its goal line. Each team should have one goalkeeper. Play this game by the rules of soccer.

VIETNAM:
CATCH A CARP'S TAIL

NUMBER OF PLAYERS: SIX PER LINE
EQUIPMENT NEEDED: NONE

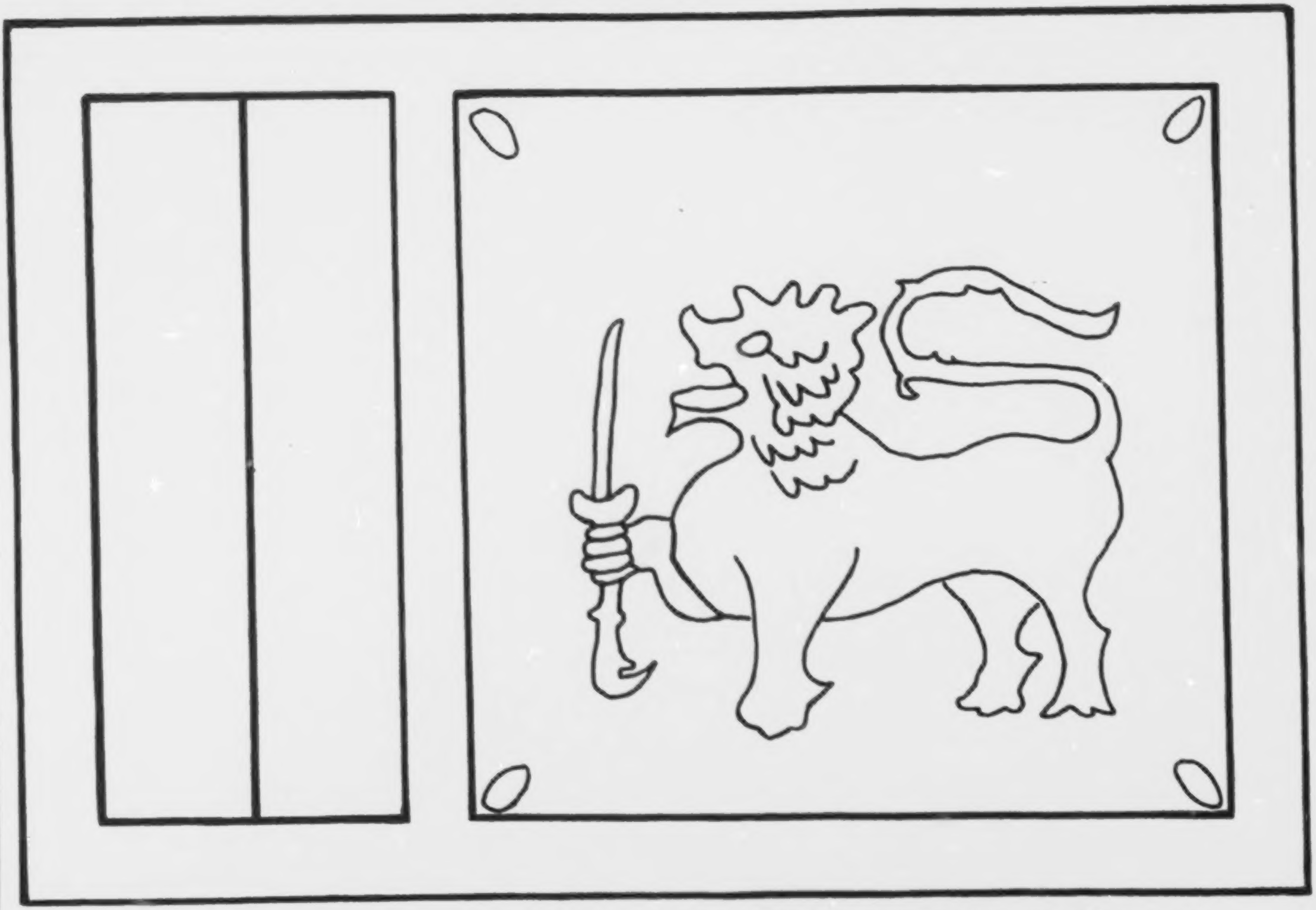
Directions: Each group of six players stands single file to form a Carp. With the exception of the first player in the line (the Head), each player places his hands on the hips of the player in front of him. To play the game, the Head tries to tag the Tail (the last player in line). The children in the middle of the Carp must hang on tight to prevent the fish from pulling apart. When the Head tags the Tail, the Tail moves to the Head position and the game starts again.

DENMARK:
SMORKLAT

NUMBER OF PLAYERS: TEN OR MORE
EQUIPMENT NEEDED: A LARGE DEFINED CIRCLE, A NERF OR RUBBER BALL

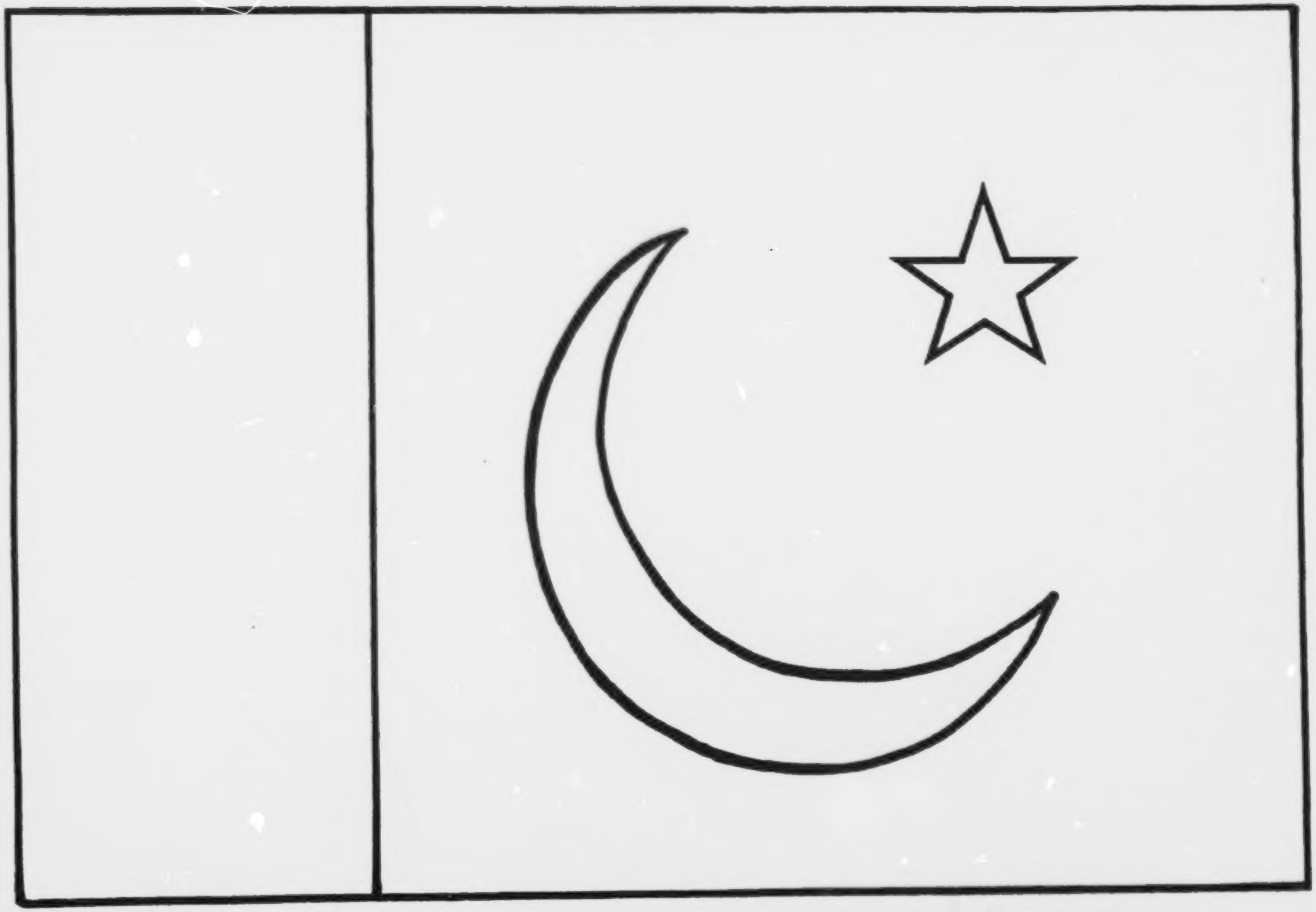
Directions: To play this game of keep away, select two players to be It and position them inside the circle. Have the remaining players position themselves around the perimeter of the circle. The object of the game is to toss or roll the ball across the circle without the ball being touched by an It player. If the ball is touched, the player who threw or rolled the ball trades places with the appropriate It.

SRI LANKA



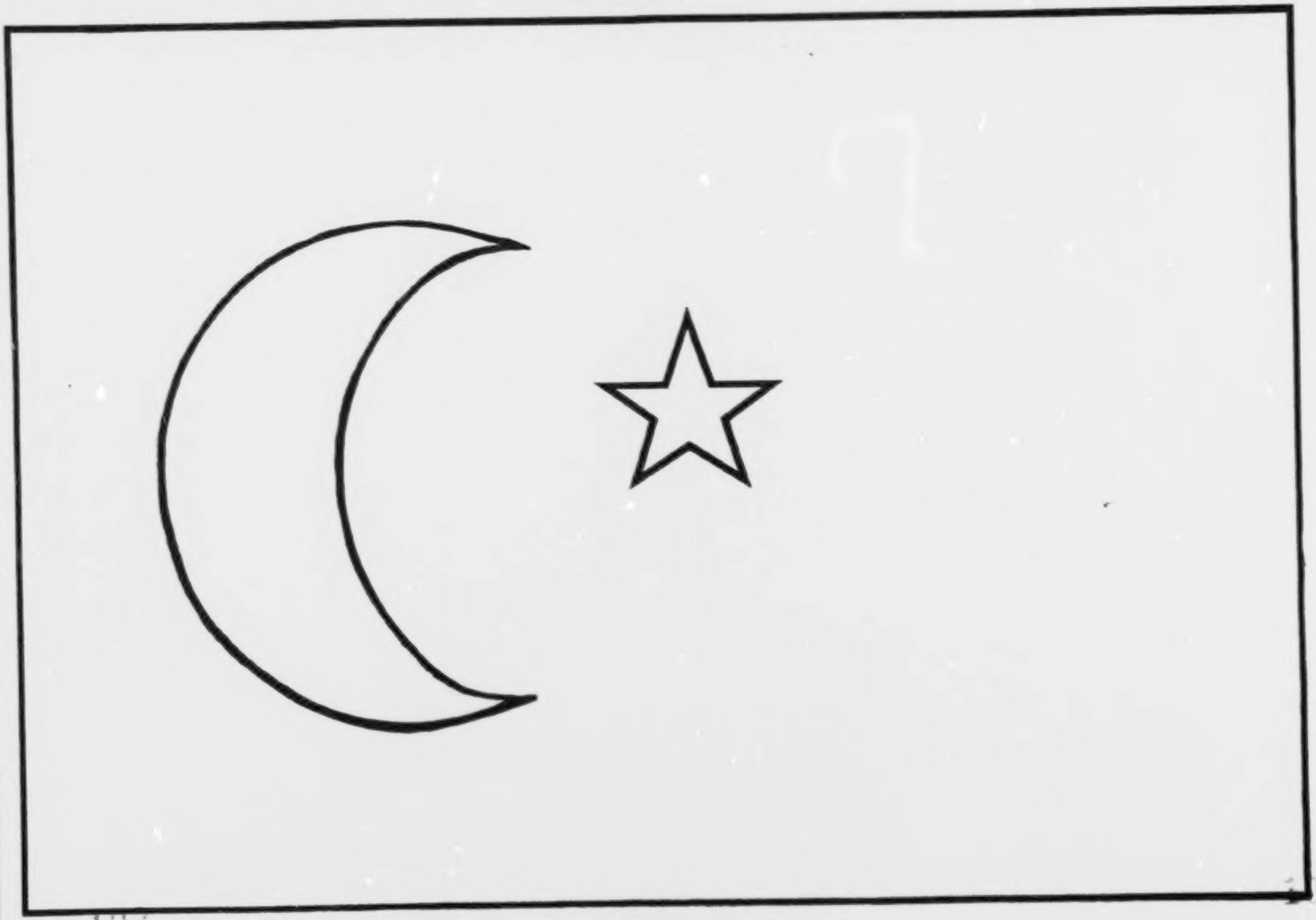
The backround color is gold. The first box has two stripes, the first is green and the second is orange. The box with the lion is brown. The lion and the ovals in the corners are gold.

PAKISTAN



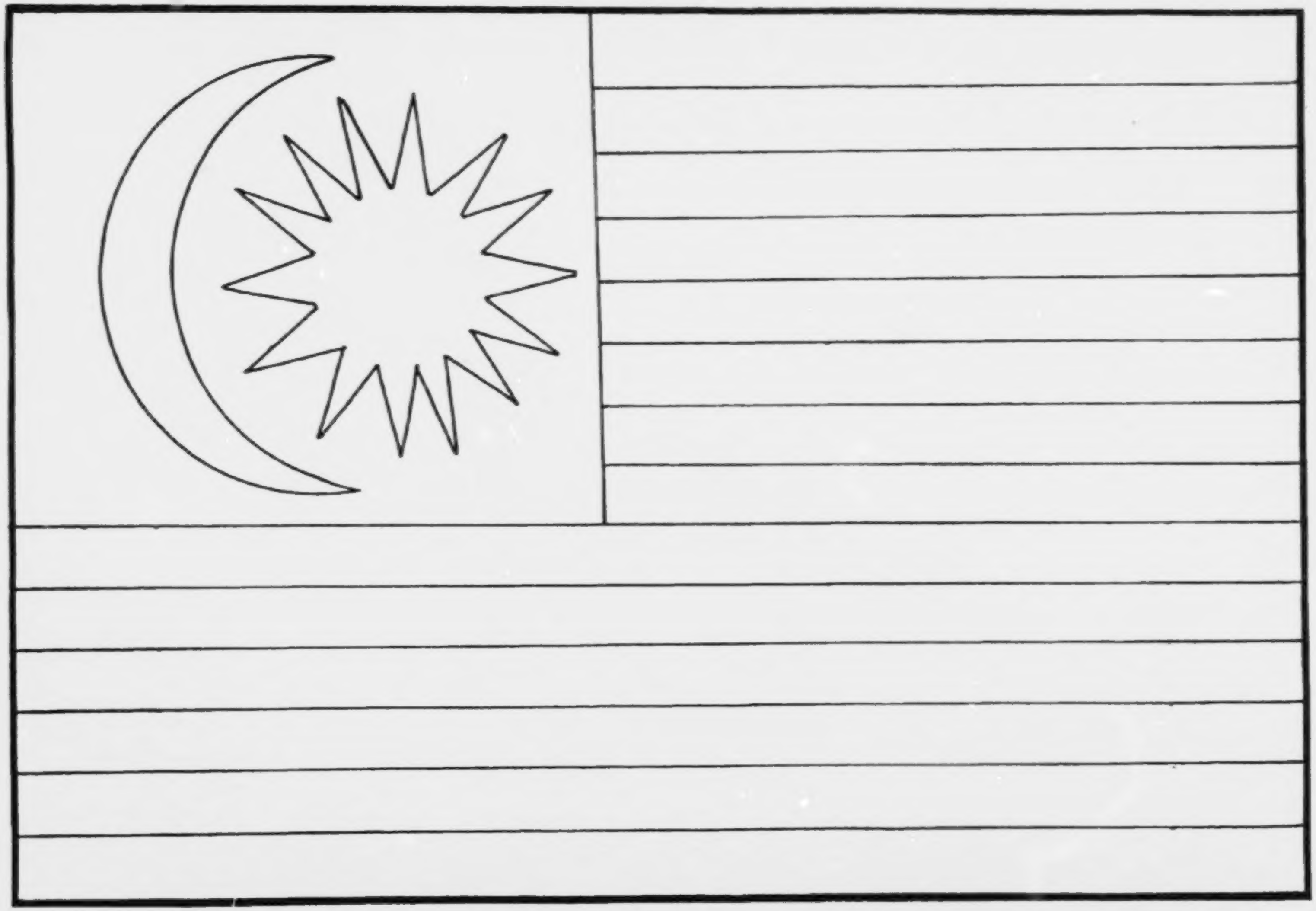
The first stripe is white. The rest of the flag has a white moon and star on a field of green.

TURKEY



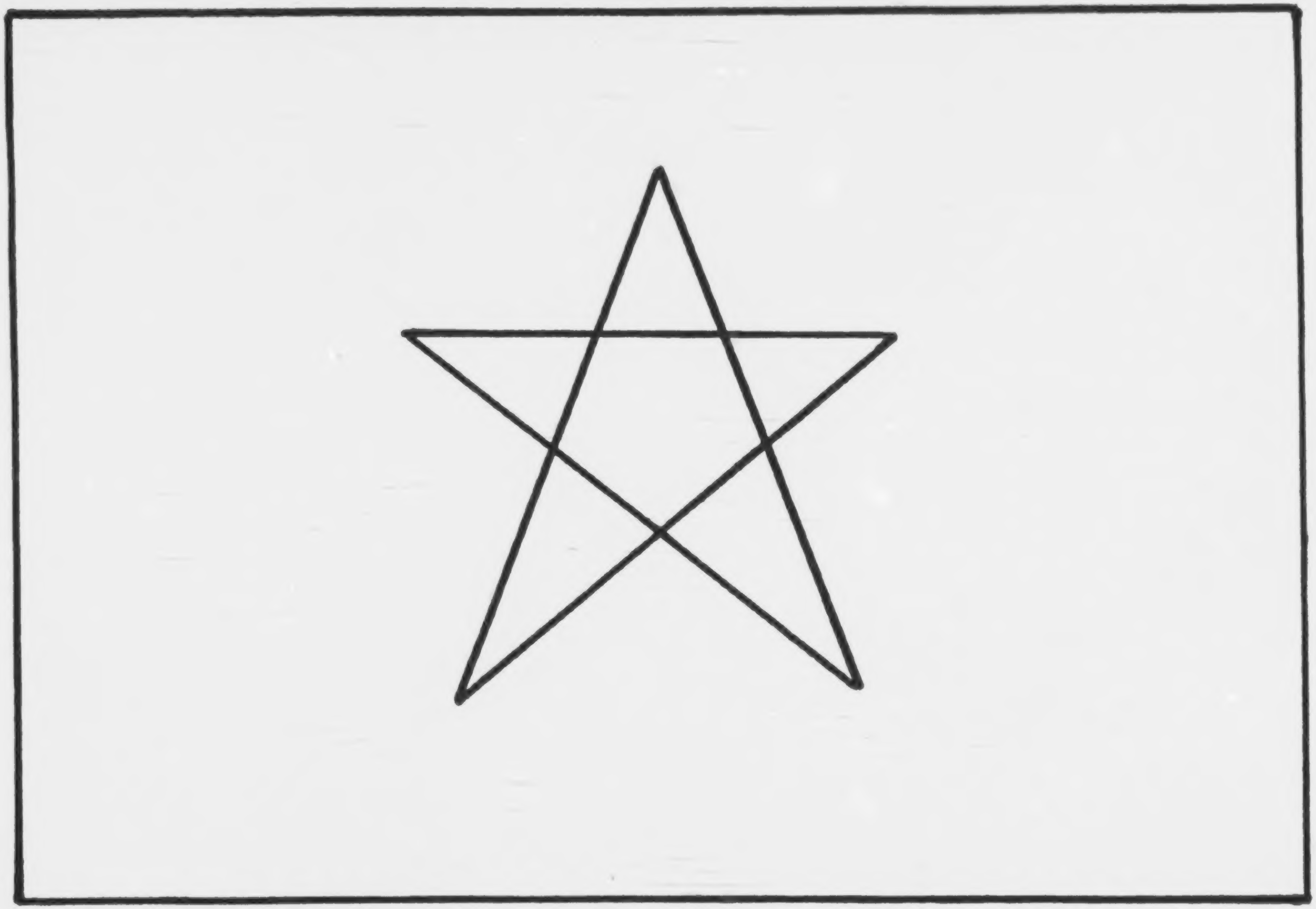
A white moon and star on a field of red.

MALAYSIA



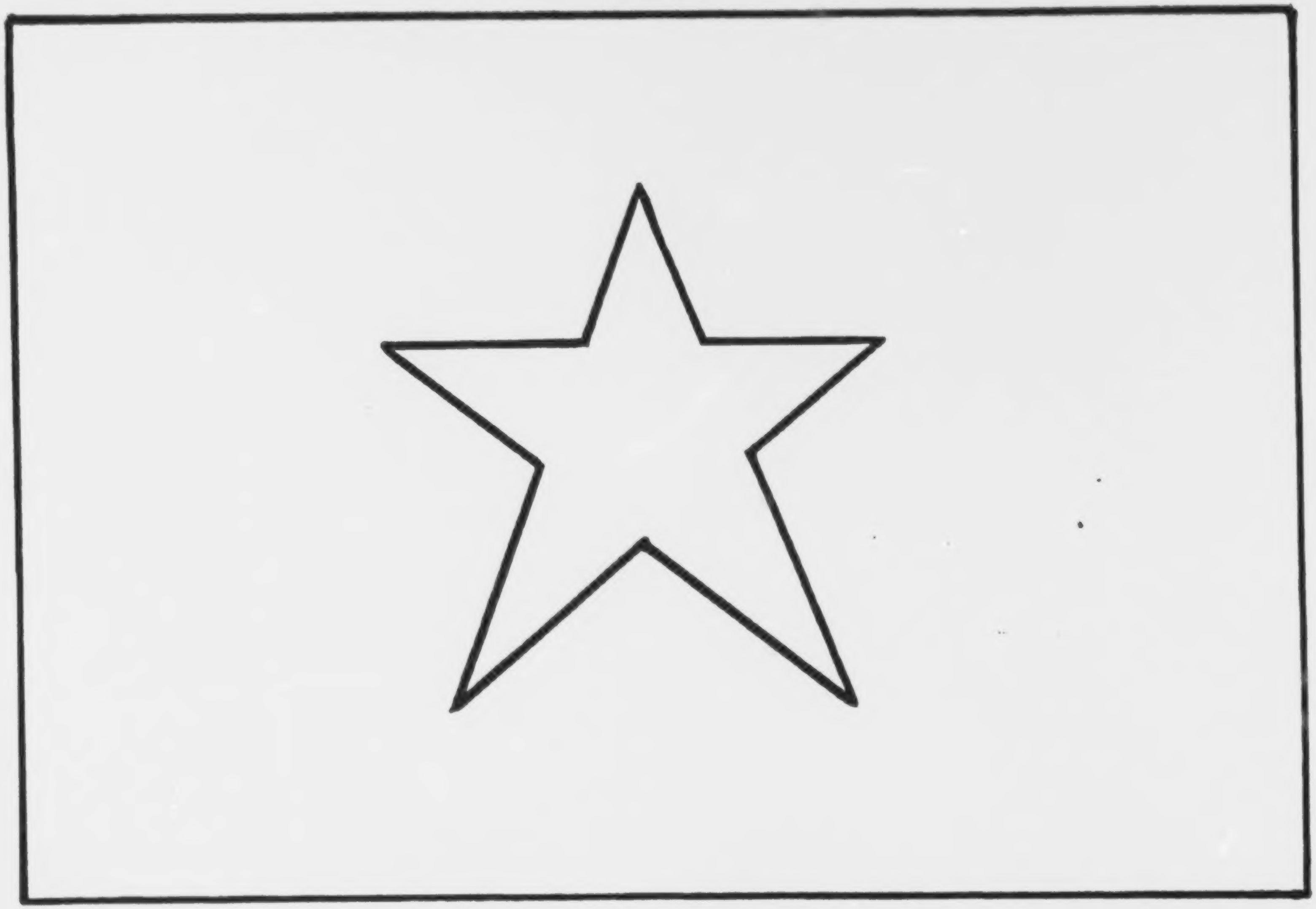
The top corner has a yellow moon and starburst on a field of blue. The stripes alternate red and white, starting with a red stripe on the top and ending with a white stripe on the bottom.

MOROCCO



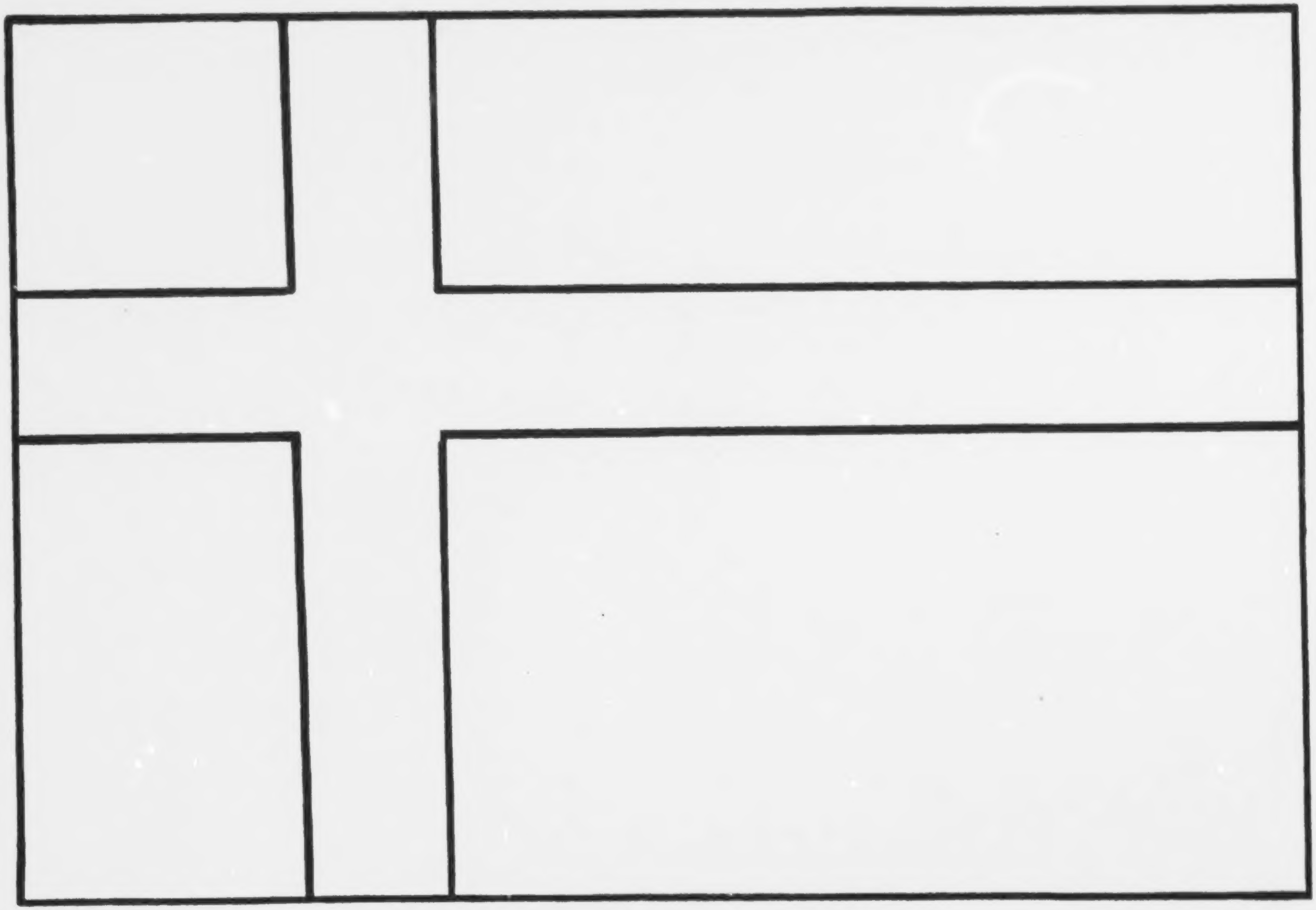
The lines of the star are green. The rest of the flag, including inside the star is red.

VIETNAM



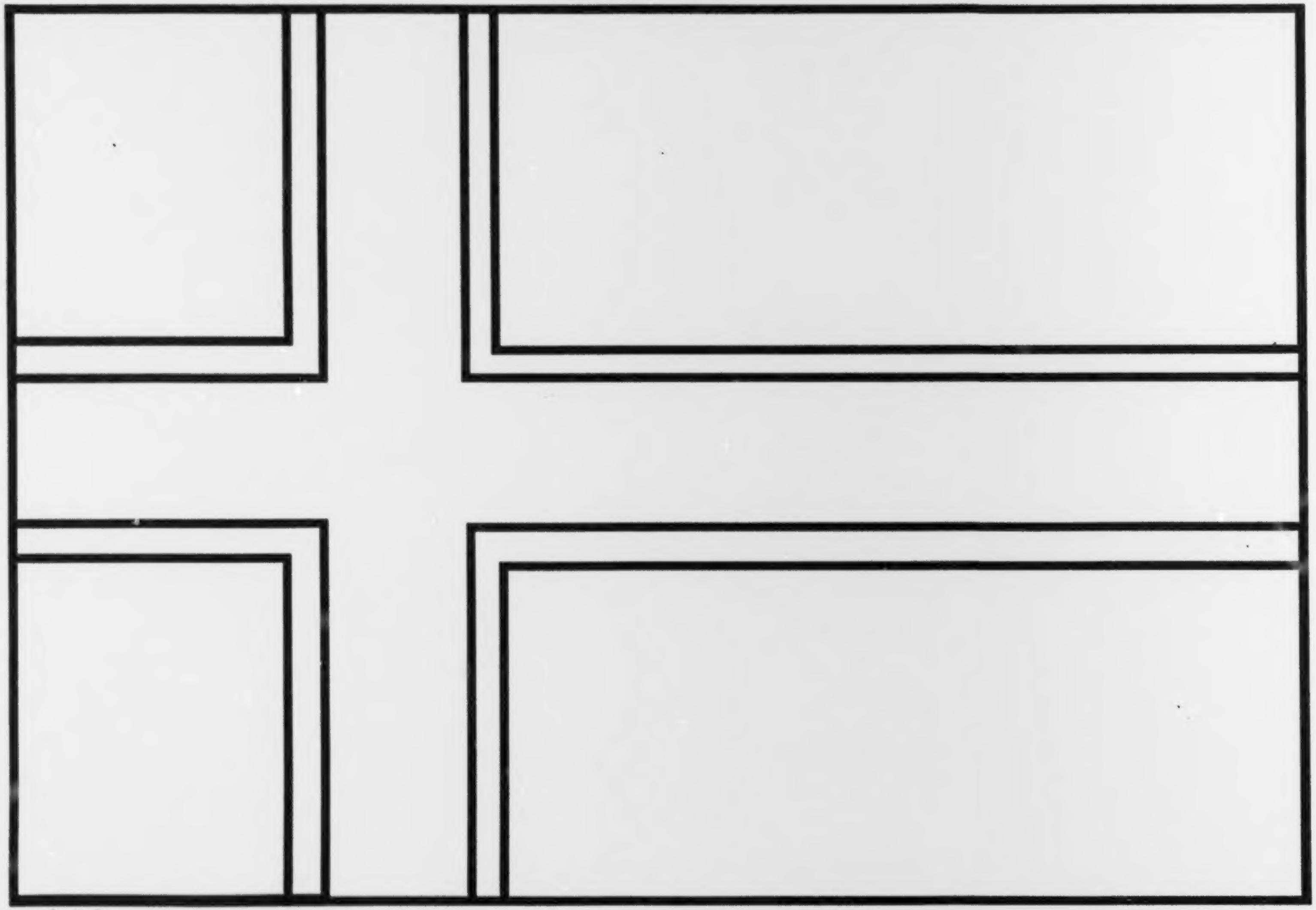
A yellow star on a field of red.

DENMARK



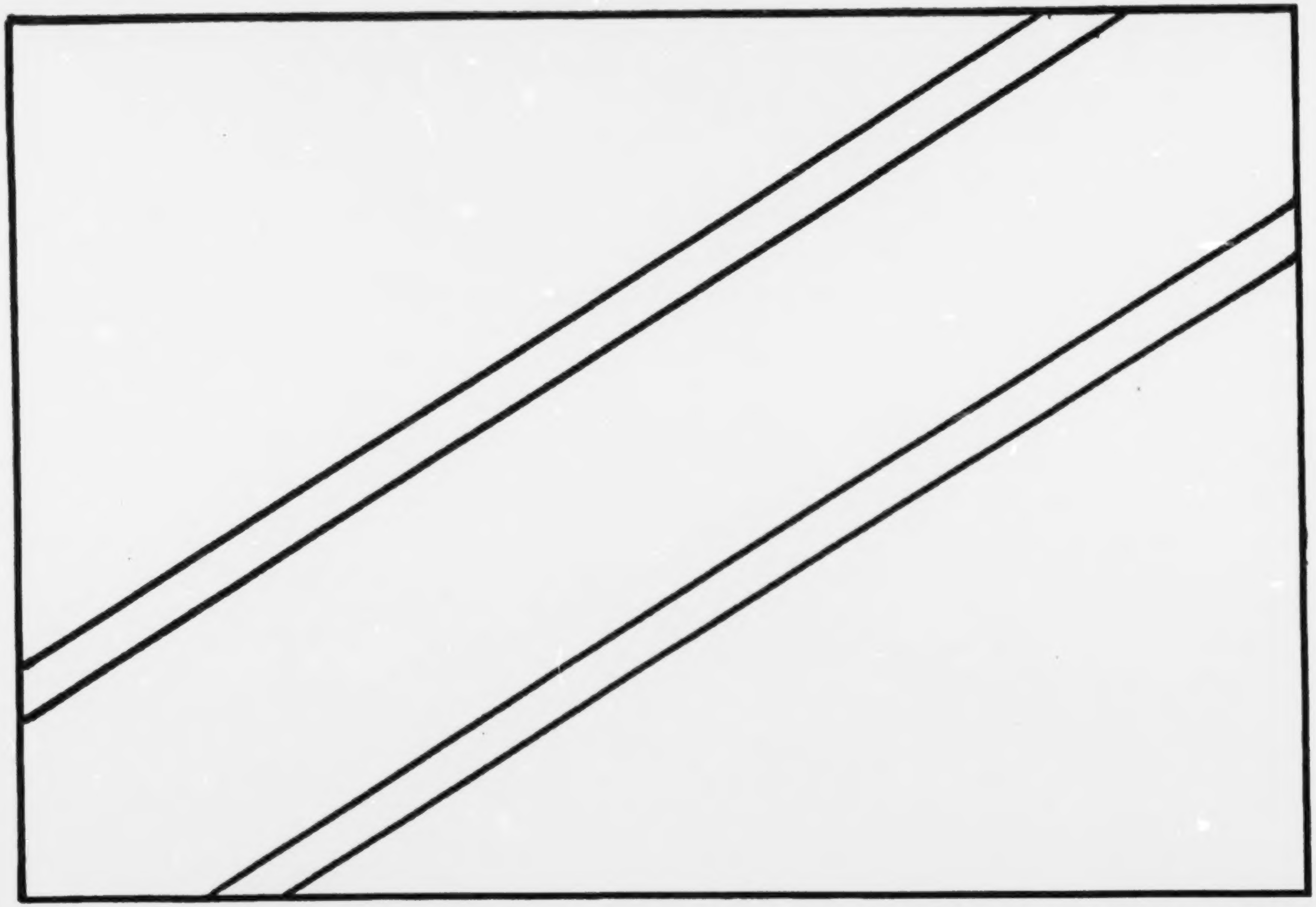
This flag features a white cross on a field of red.

NORWAY



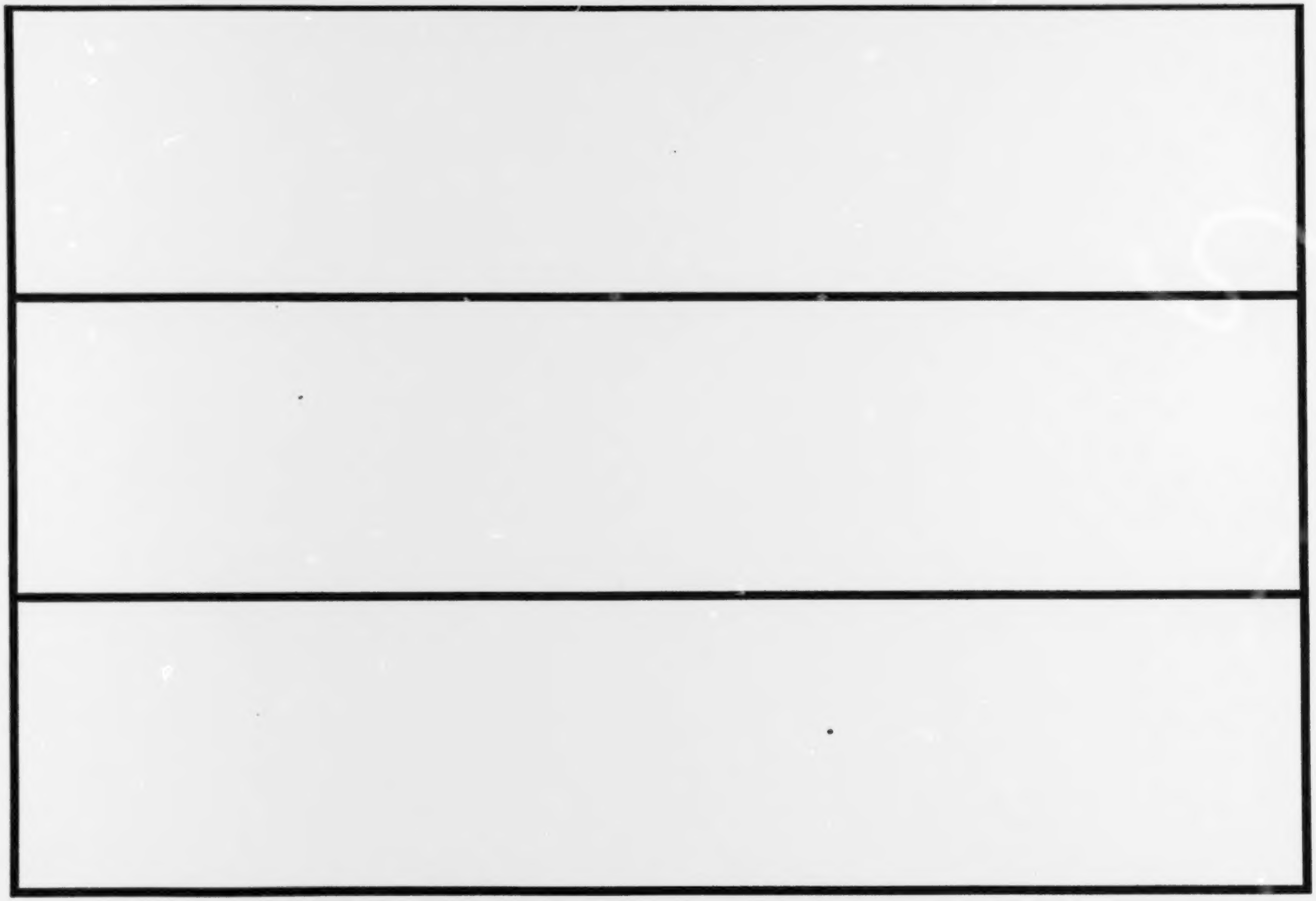
This flag has a blue cross surrounded by white on a field of red.

TANZANIA



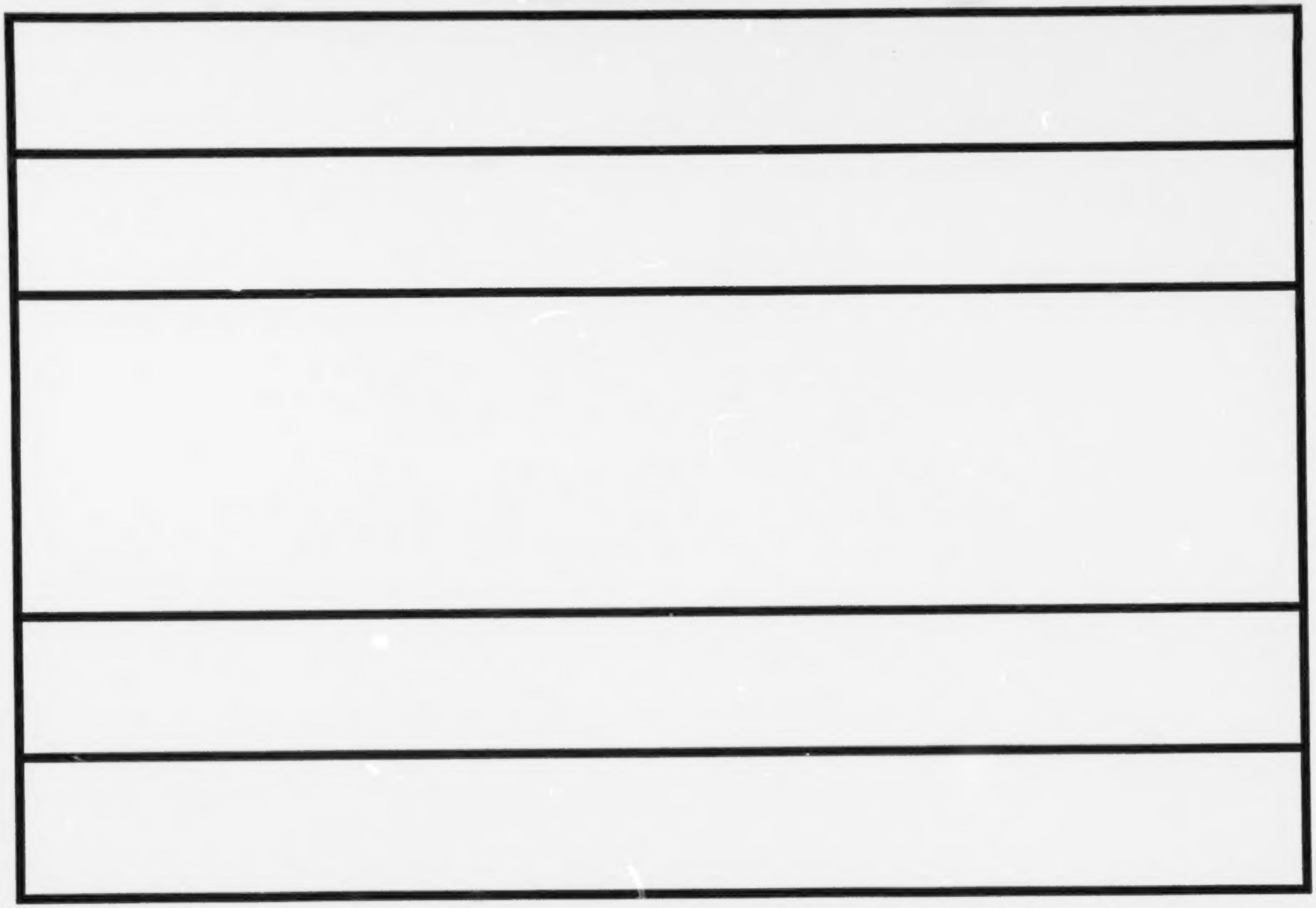
The top triangle is green, followed by a yellow stripe. The middle stripe is black, followed by a yellow stripe. The bottom triangle is blue.

GERMANY

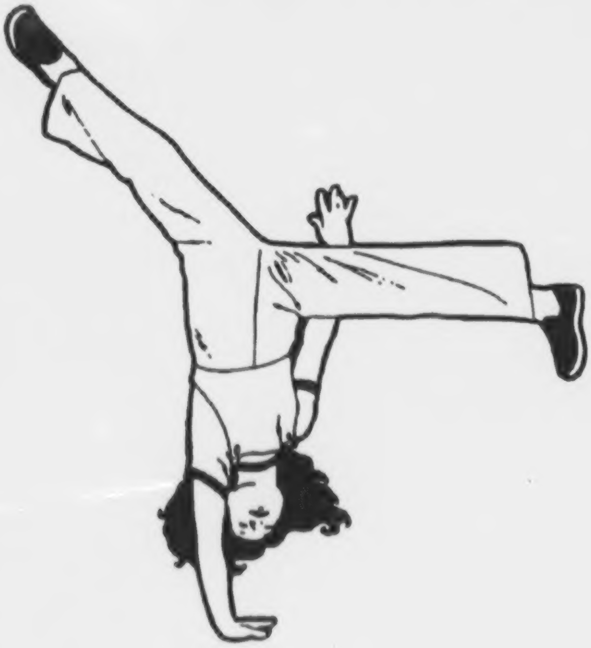


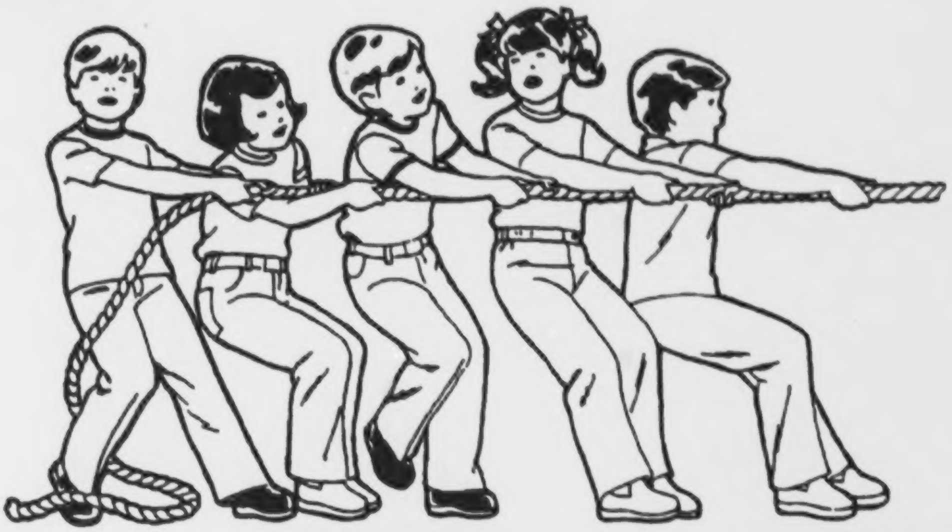
The top stripe is black, the middle is red and the bottom stripe is gold.

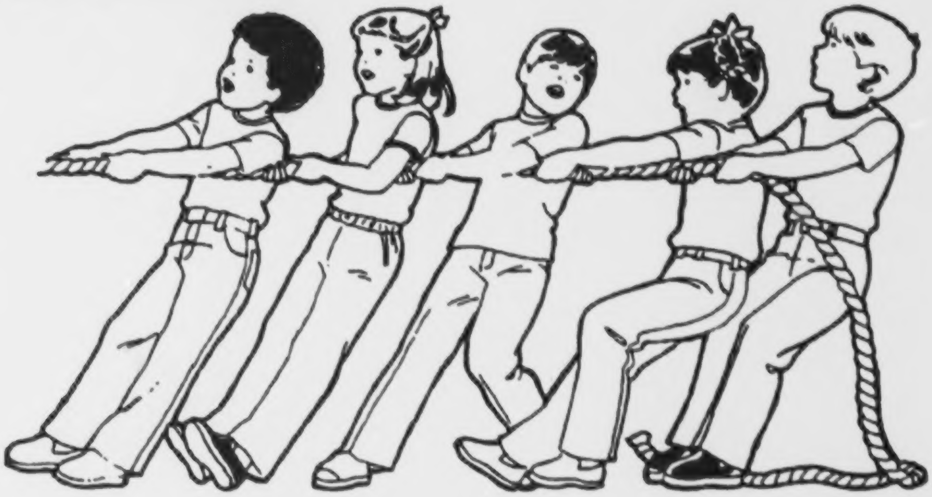
THAILAND

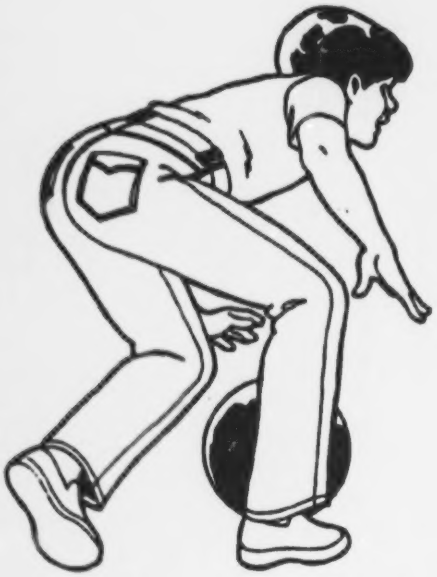


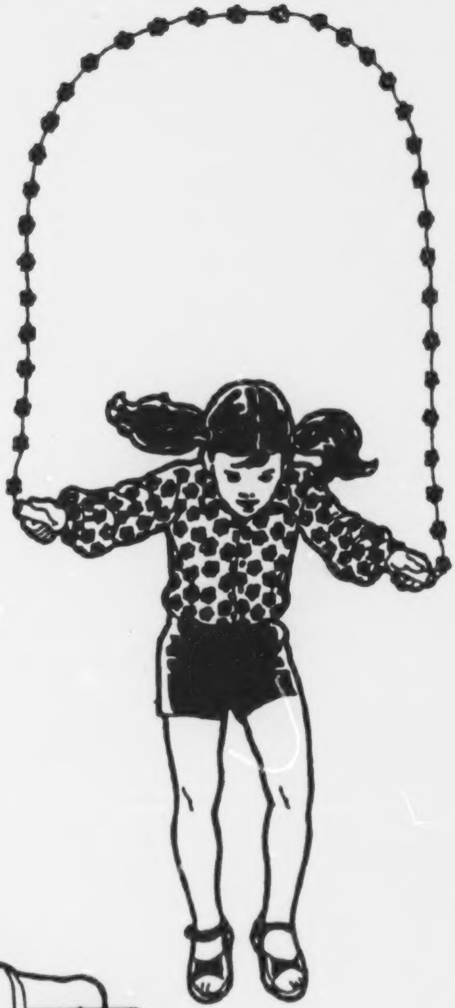
Starting at the top, the first stripe is red followed by a white stripe. The middle stripe is blue followed by a white stripe. the bottom stripe is red.

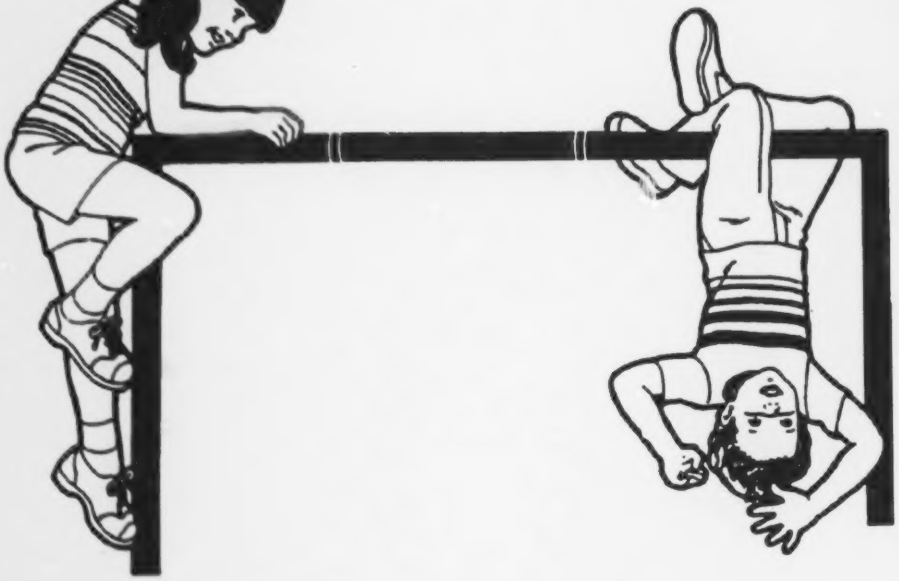


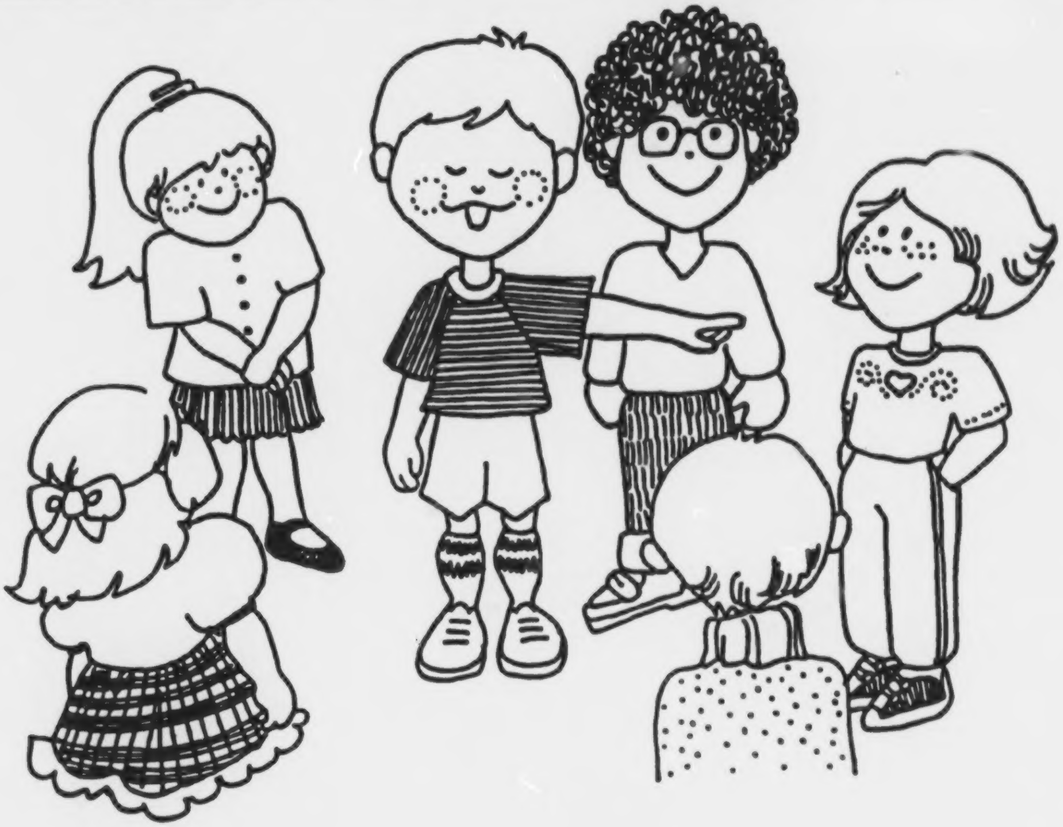


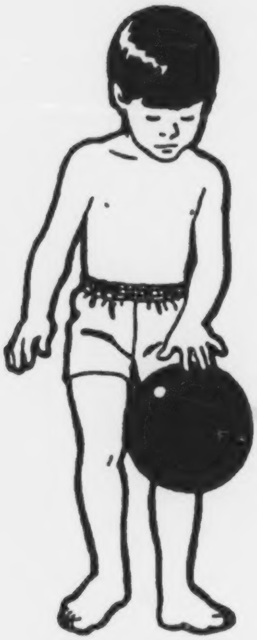










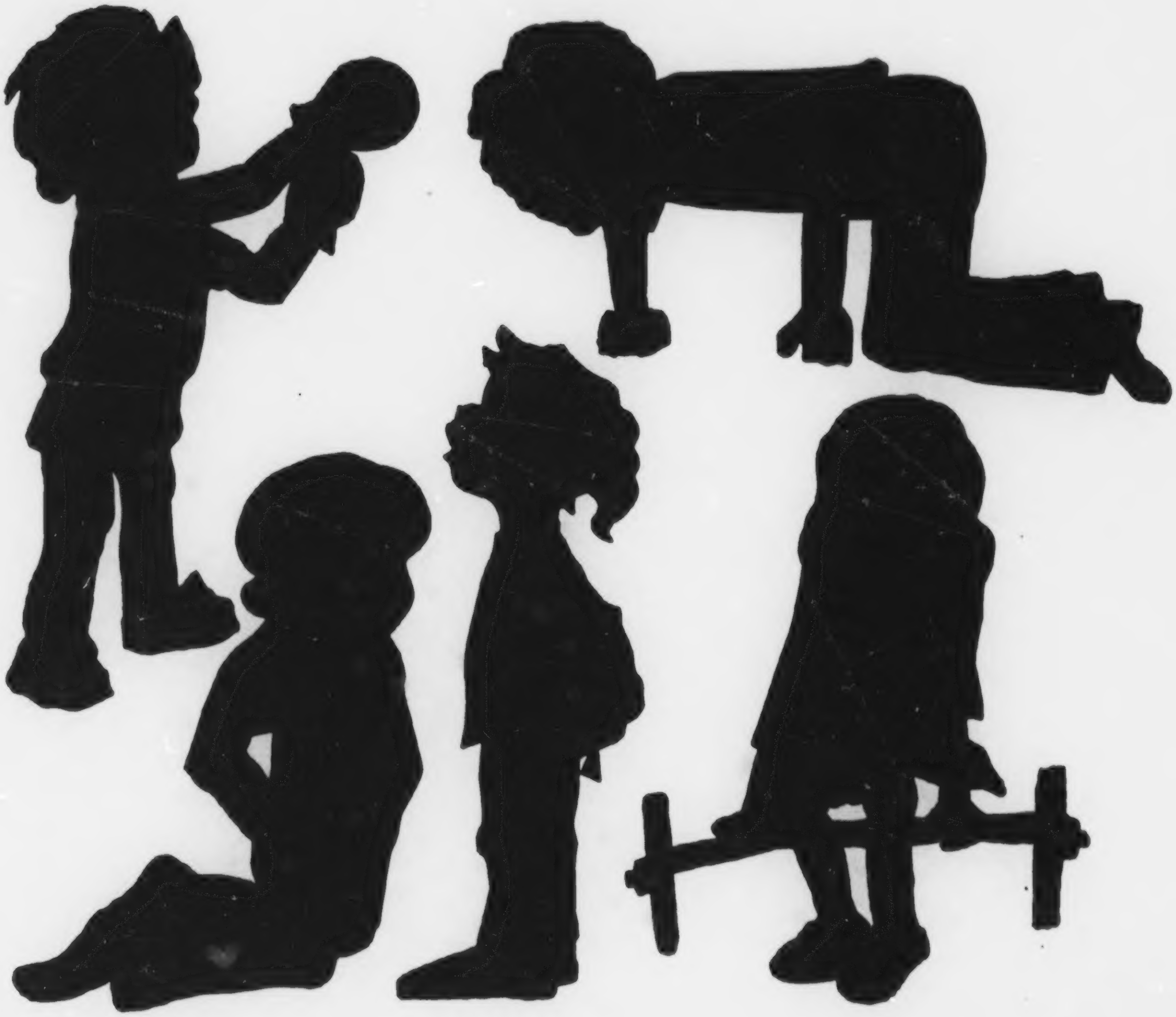


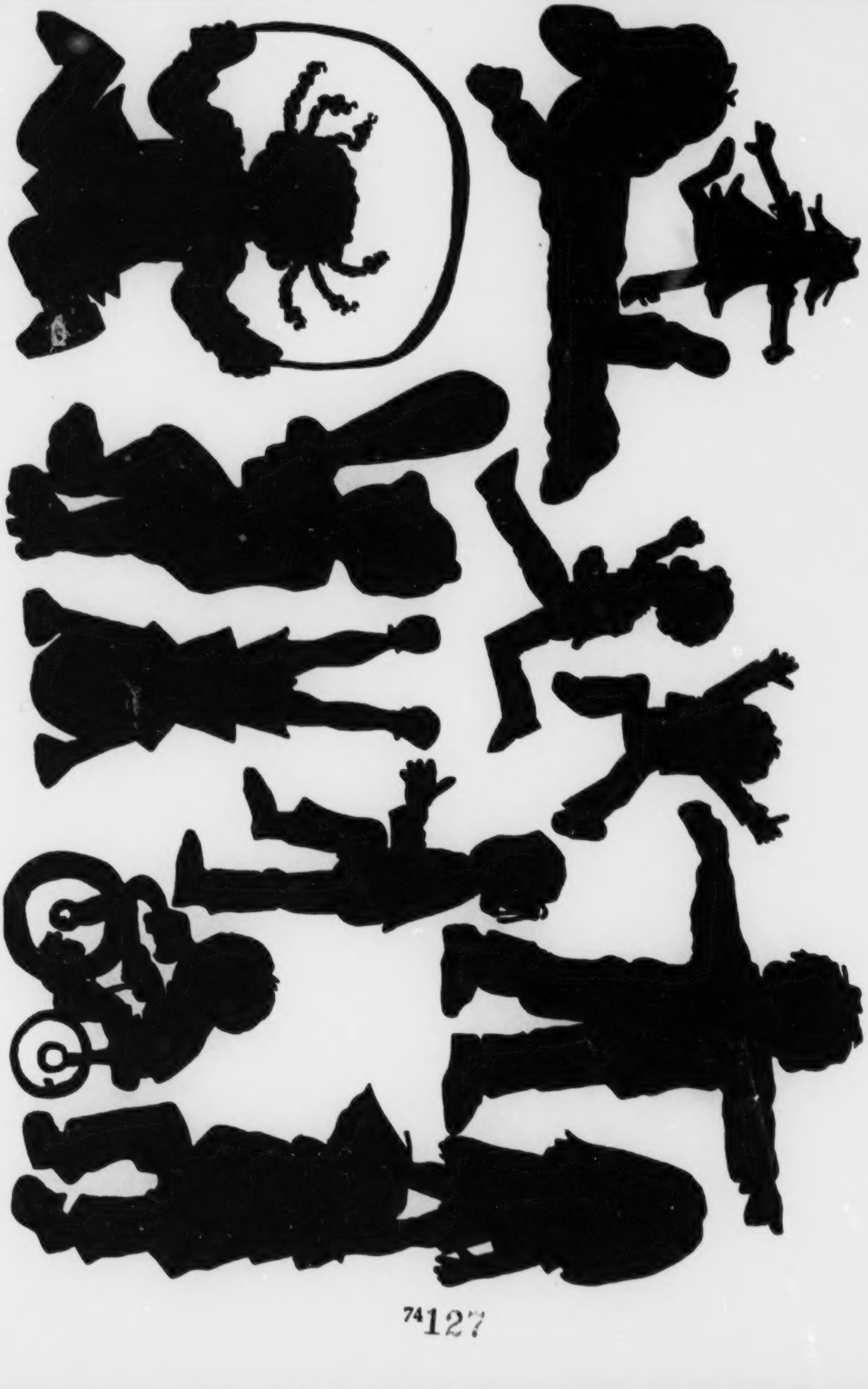
BULLETIN BOARD

Enlarge the silhouettes given to use on a bulletin board, or have a special program where children draw around each other on black paper using chalk. Ask the children to choose poses representing various sports or supply them with sports equipment to pose with. You can also use an over head projector to project their shadows on to white paper and let the children color in their clothing and features.

Possible headings for your display:

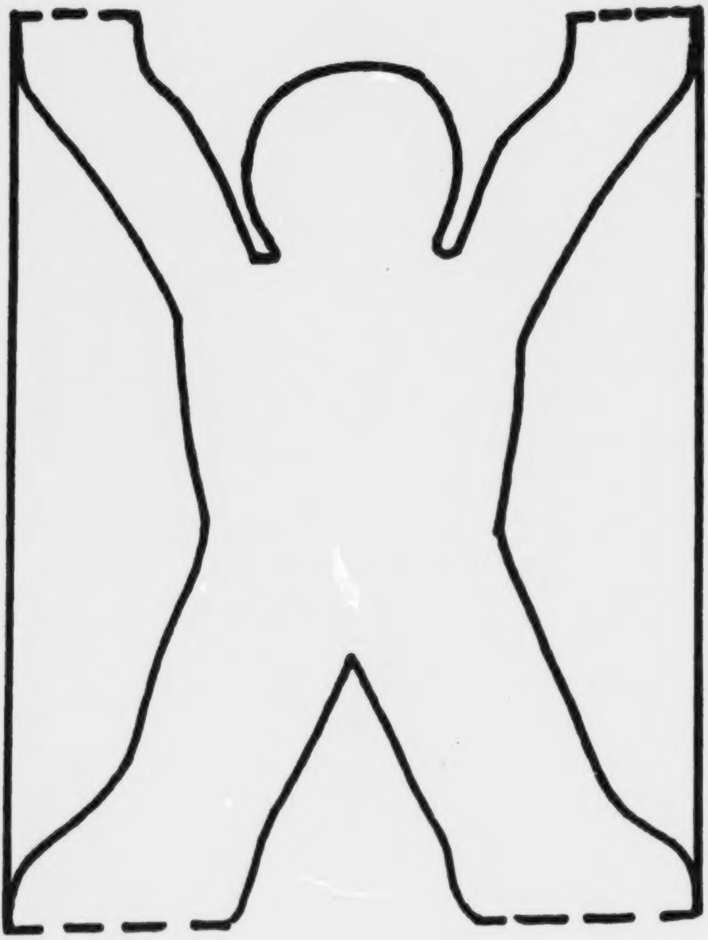
ME AND MY SHADOW
SPORTING IMPRESSIONS
BE A SPORT – READ ABOUT IT

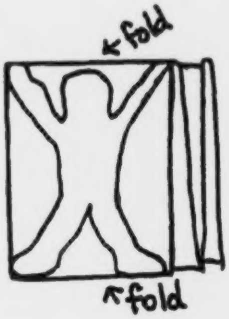


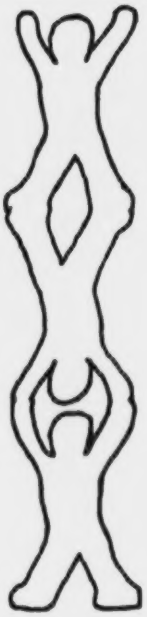


BULLETIN BOARD BORDERS

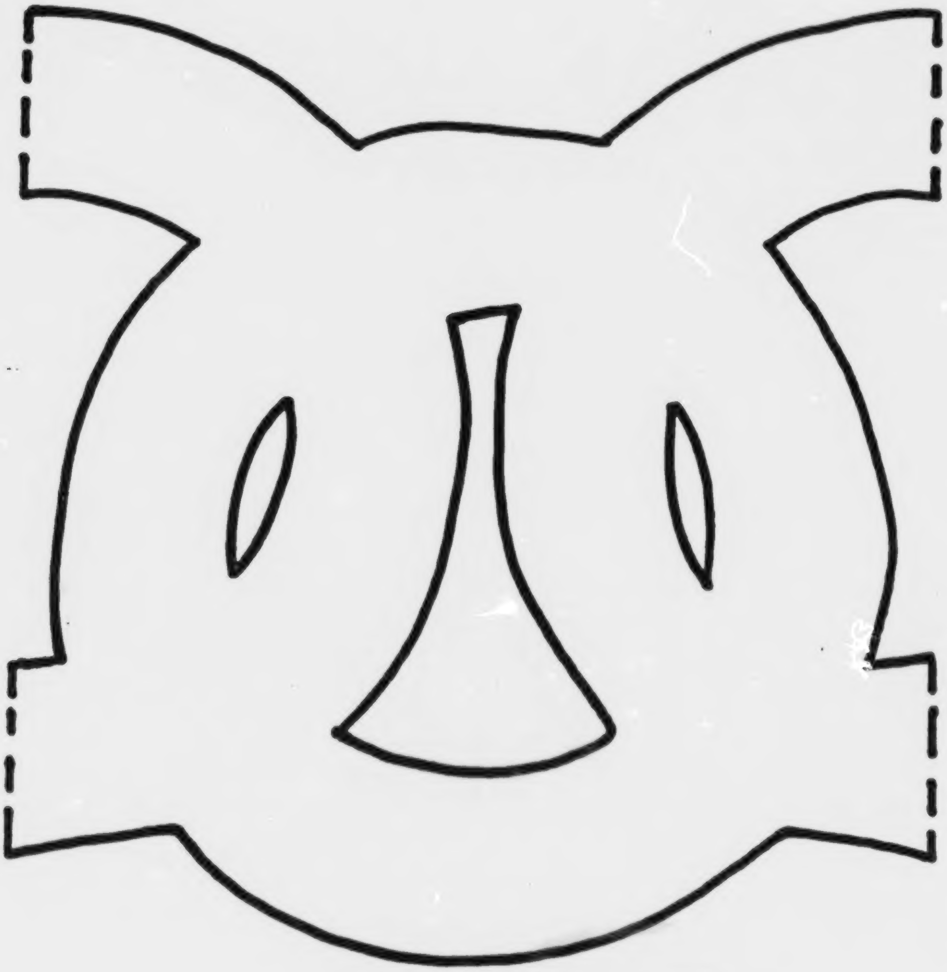
Create a chain of rings or acrobats using folded paper or individual rings that can be joined any way you wish. Use the patterns below to create borders from construction paper. Cut a pattern out of an old folder or piece of cardboard. Fold the construction paper wide enough so that the pattern touches the folds at the dotted line. Draw, then cut around the pattern, leaving the dotted line uncut so that your pieces are still connected by the fold. Use many colors of construction paper to brighten up the border.

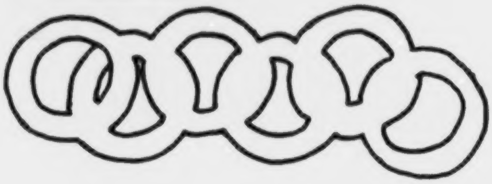






Ring Borders





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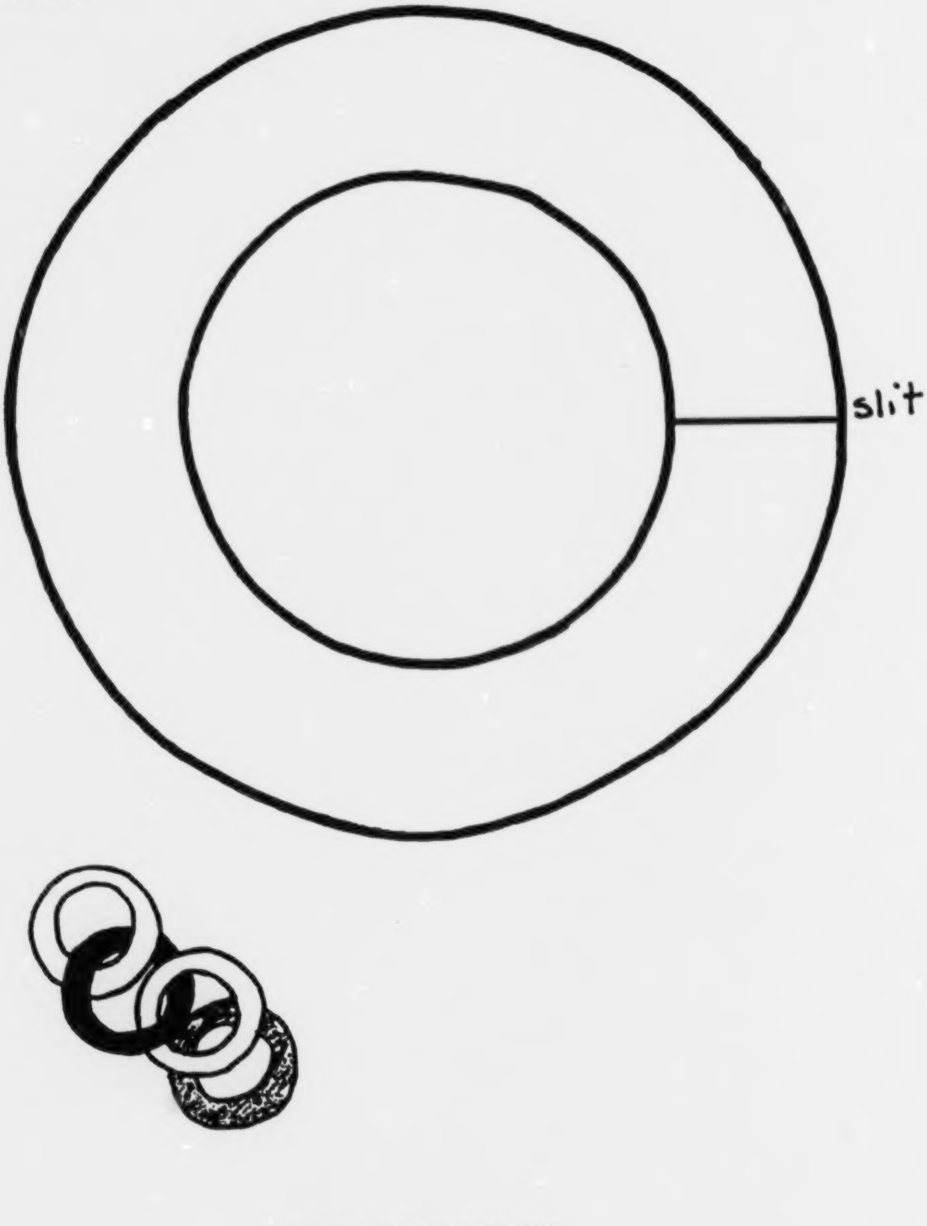
RING BORDER

Cut rings from various colors and slit them straight across one side so that they can be inserted into each other to form a chain of many colored rings.



SAMPLE BOOKMARKS

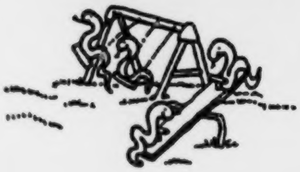
On the following pages are sample bookmarks which you may reproduce, or make your own with titles from your library collection.

Picture Books

Borden, Louise
Albie the Lifeguard
Brown, Marc
D.W. Flips
Catalanotto, Peter
Dylan's Day Out
Craig, Helen
Angelina and Alice
Crews, Donald
Bicycle Race
Crowley, Michael
Shack and Back
Delton, Judy
Bear & Duck on the Run
Duyff, Roberta
The Big Bug Book of Exercise
Eagle, Michael
The Marathon Rabbit: story and pictures
Fox, Mem
Koala Lou
Isenberg, Barbara
The Adventures of Albert the Running Bear
Isenberg, Barbara
Albert the Running Bear gets the Jitters
Kolbisen, Irene M.
Wiggle-Butts and Up-Faces: A child's primer for beginning swimming
Kraus, Robert
Wise Old Owl's Canoe Trip Adventure
Lasky, Katherine
Sea Swan
Lowell, Susan
The Tortoise and the Jackrabbit
Mason, Jane B.
River Day
McLeod, Emilie
The Bear's Bicycle
Moore, Inga
Oh, Little Jack
Petty, Kate
Mr. Toad to the Rescue
Ormerod, Jan
Bend and Stretch
Rayner, Mary
Marathon and Steve
Sadler, Marilyn
The Great Tricycle Race
Schulz, Charles
You're the Greatest, Charlie Brown
Watanabe, Shigeo
Let's go Swimming
Williams, Vera
Three Days on a River in a Red Canoe
Wolff, Ashley
Stella & Roy

Beginning Readers

Amery, Heather
Going Swimming
Kessler, Leonard
Last One in is a Rotten Egg
Marzollow, Jean
Cannonball Chris
Nicklaus, Carol
Head Over Heels
Phleger, Fred B.
Off to the Races
Porte, Barbara M.
Harry's Visit
Reese, Bob
Rapid Robert Roadrunner
Schulman, Janet
Jenny and the Tennis Nut



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Stella & Roy

BEST COPY AVAILABLE

1996 ARIZONA READING PROGRAM

NON-FICTION BOOKS ON SPORTS & PLAY FOR PARENT & CHILD

365 OUTDOOR ACTIVITIES YOU CAN DO WITH YOUR CHILD
by Steven Bennett

EARLY CHILDHOOD ACTIVITIES
by Elaine Commins

KID FITNESS
by Kenneth Cooper

CREATIVE GAMES FOR YOUNG CHILDREN
by Annetta E. Dellinger

KIDFUN ACTIVITY BOOK
by Sharla Feldscher

SIMON SAYS LET'S PLAY
by Sally Foster

GAMES TODDLERS PLAY
by Julie Hagstrom

SHARI LEWIS PRESENTS 101 GAMES AND SONGS FOR KIDS TO PLAY AND SING
by Shari Lewis

HUG A TREE
by Robert Rockwell

ARNOLD'S FITNESS FOR KIDS AGES BIRTH TO 5
by Arnold Schwarzenegger

WORLD'S BEST OUTDOOR GAMES
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KIDS IN MOTION
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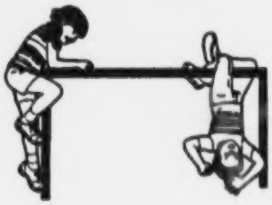


PROGRAM IDEAS

Pre-School Pentathlon

This activity is designed as an outdoor activity; however, it may be adapted for indoor use.

You will need to set up five stations. One station for each activity.

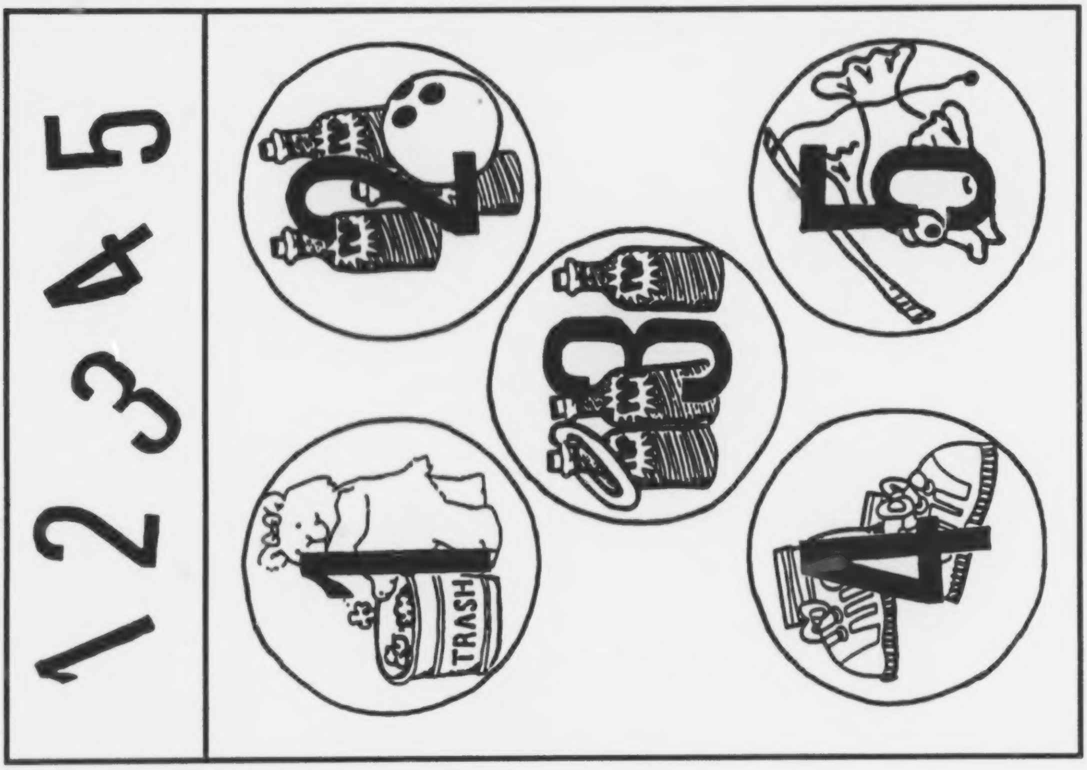
Provide each child with a "bingo" card. (Pattern at bottom of page) These can be hand carried by the child or hung around their neck with string or yarn.

Instruct children to choose any station before moving to another one, or place a sticker on the number on the bingo card that corresponds with the activity just completed.

Children will continue moving from station to station until the entire card is completed.

An Olympic Medallion can be given to each child that completes the entire card.

Instructions for making a plastic lid Olympic Medallion can be found in the craft section of this packet.



Pattern for "bingo" card.

(For best results print on card stock)

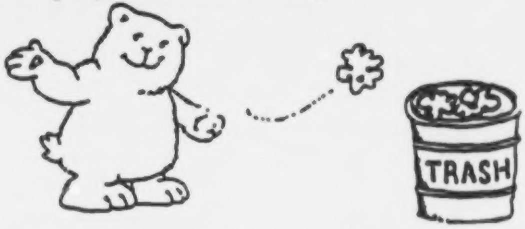
Instructions For Stations

Number each station one through five for easy identification. (This will also be the number you mark as the child finishes that station.)

Place stations randomly so children don't feel they must follow any particular order.

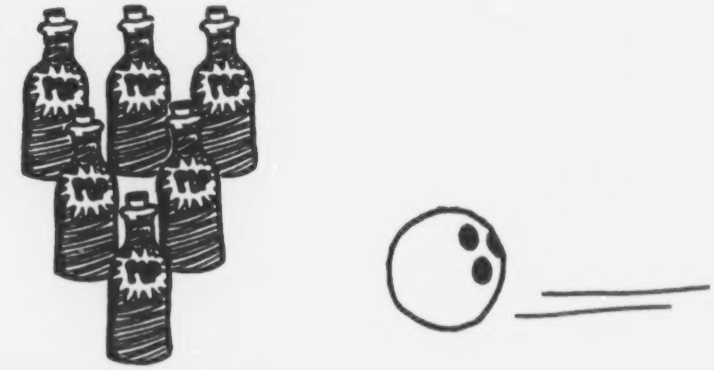
STATION 1 – WASTE BASKET TOSS

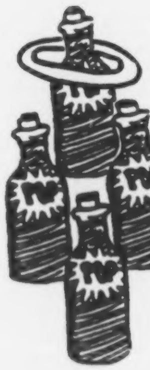
The number of waste baskets used should be proportionate to the number of children attending. (Boxes may be substituted.) Approximately one waste basket per five to ten children, this will shorten the wait to play. Use paper, that you would normally recycle, crumple into a ball and let the child shoot baskets as time allows. If you have enough scrap paper you may want to allow each child to crumple their own. This activity may also be played with bean bags.



STATION 2 – BOWLING

This activity can be made by simply collecting empty two liter pop bottles, personal water bottles etc. Set up 6–10 bottles in triangular pattern with one bottle in front (resembling real bowling) with one cup of water, sand or dirt to keep them from blowing over. Provide children any ball that can be easily rolled (or thrown) at pins and you are ready to play.



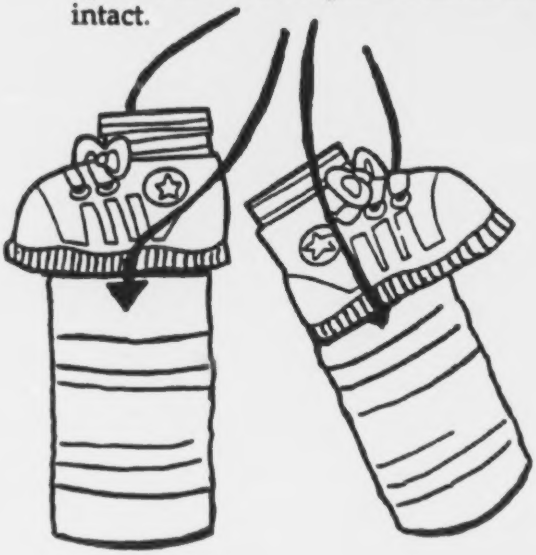


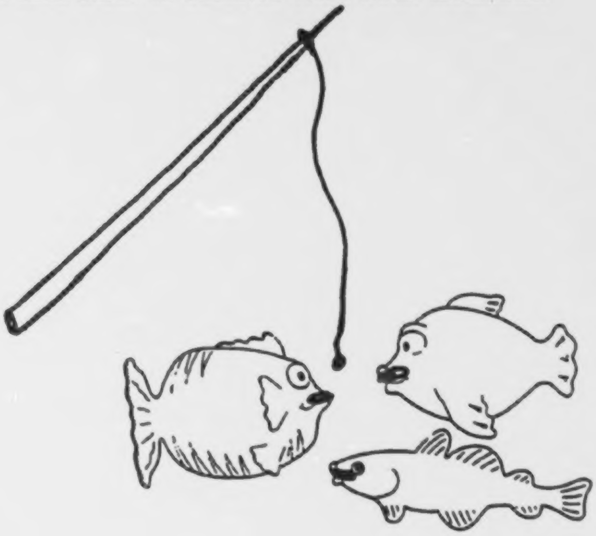
STATION 3 RING TOSS

Make your own rings for this activity by cutting the center out of a dinner size white paper plate and covering it with tinfoil. You may have access to pool rings or some other type ring. Anything will do. Keep in mind the larger the ring, the more success for the child. Save two liter plastic bottles, fill them with water, dirt or sand and you are ready. Be sure to have enough bottles so the children do not have to wait too long to play. Let them stand as close as they need to and take several turns.

STATION 4 – COFFEE CAN WALK

If you are old enough to remember the "good ole days" this will not be new! You will need two empty 1-lb coffee cans, large soup or vegetable cans (7 inches high and 4 inches in diameter). Using a juice can opener (the kind that has a triangular punch at one end) punch two holes at the unopened end of the can (directly across from each other). String rope (48 inches or more) through the holes and tie. These will be the handles. The children will walk on their "stilts" with open end of the cans down. If you have access to juice cans that have been opened with a triangular punch can opener, this would preferable. It is easier and safer to balance with both ends still intact.

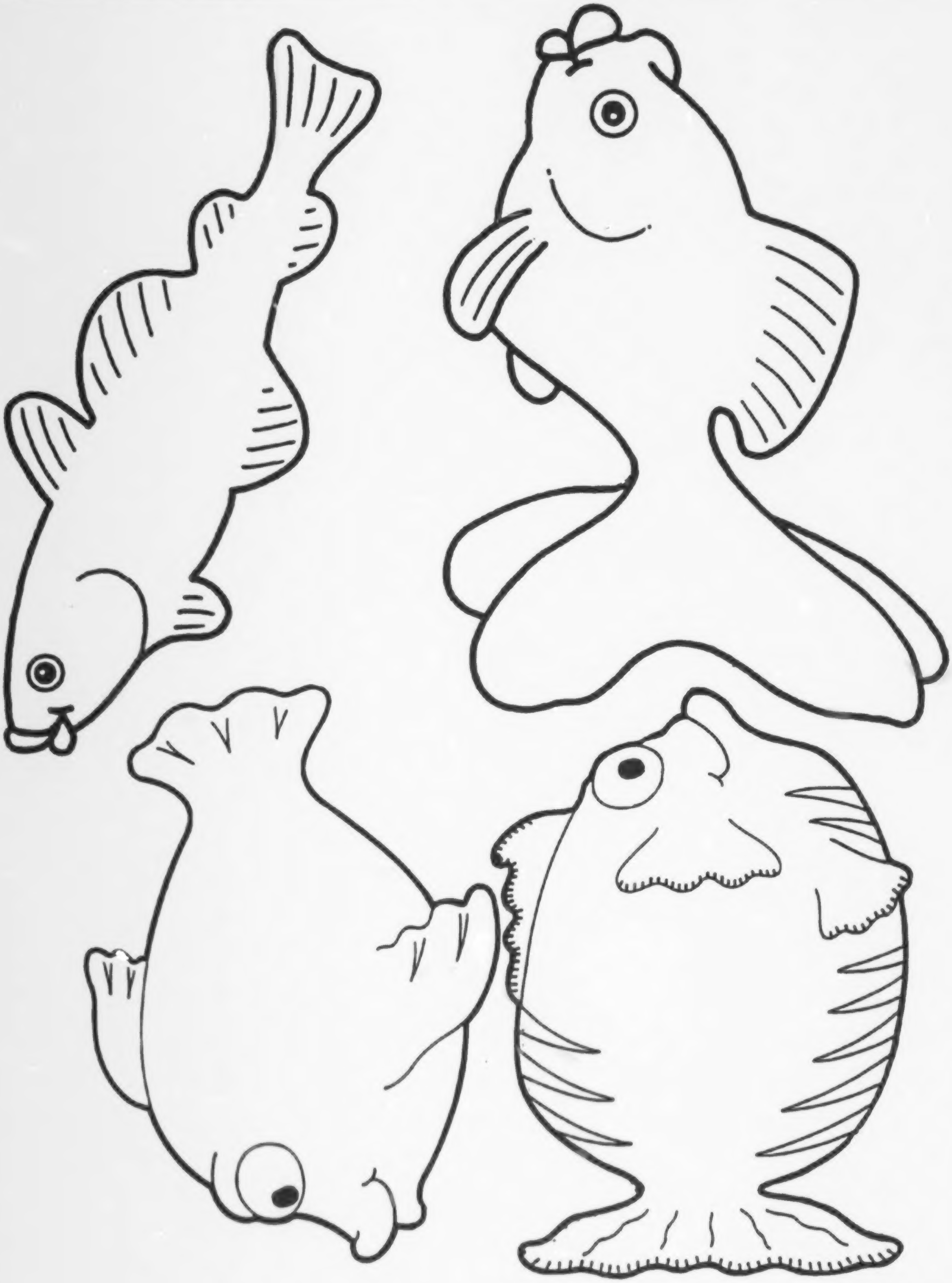




STATION 5 – FISHING HOLE

A child's play pool is the perfect fishing hole. You can also make your own fishing hole by simply cutting a random shape from blue paper. Draw a few squiggly lines and hold in place with rocks around the edge. Fish patterns are provided. Color fish and attach a paper clip to mouth. If someone is in the tree trimming mood, thin tree branches make the perfect fishing poles. Dowels may also be purchased. Attach a piece of string (24–36 inches long) to the end of the tree branches or dowels. Attach a small magnet to the loose end. Magnets can be purchased at most craft stores at a reasonable price. You are now ready for your little fishermen. Be sure to provide enough poles so children will not have a long wait to fish. Depending on supplies/budget, you may decide that each child could keep the fish they catch.

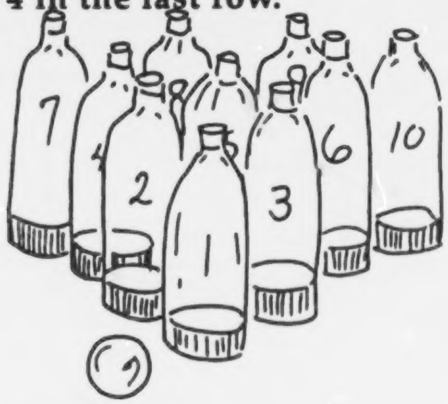
**BE SURE YOU PROVIDE AN AREA THAT THE CHILDREN CAN GET A DRINK.
REFRESHMENTS PROVIDED WILL DEPEND ON YOUR INDIVIDUAL LIBRARY.
A CRAFT TABLE FOR MAKING GOLD MEDALLIONS IS OPTIONAL.**



Set Up Your Own Bowling Alley

MAKING THE BOWLING PINS:

1. SAVE TEN TWO-LITER SOFT DRINK BOTTLES AND REMOVE LABELS.
2. NUMBER THE BOTTLES FROM 1 TO 10. (Use markers or paint or make paper numbers and glue on.)
3. ARRANGE BOTTLES IN FOUR ROWS, BOWLING ALLEY STYLE, AS FOLLOWS: (See Diagram) 1 bottle in front, 2 in the second row, 3 in the next row, and 4 in the last row.



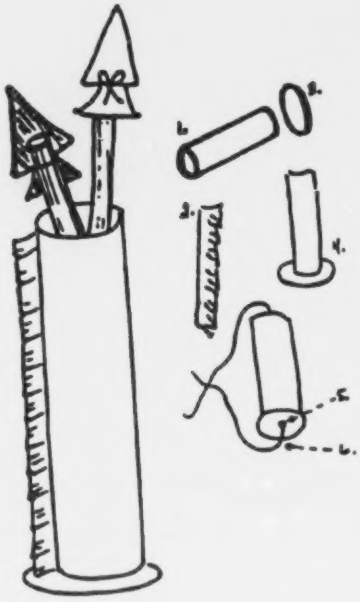
RULES OF THE PLAY:

1. USE ANY LARGE BALL TO BOWL.
2. ALWAYS RESET THE PINS AS SHOWN ABOVE.
3. USE THIS SIMPLIFIED METHOD OF SCORING THE GAME:
4. ALLOW EACH PLAYER TWO TRYS AT KNOCKING THE PINS DOWN. THE TURN IN WHICH THE PLAYER HAS 2 TRYS IS CALLED A "FRAME."
5. RECORD 10 FRAMES AND THE PLAYER WITH THE HIGHEST SCORE WINS.

BOWLING IS A SUMMER OLYMPICS SPORT

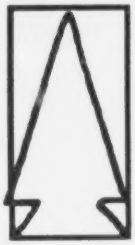
CRAFTS
Make A Quiver & Arrows

FOR THE QUIVER:



1. COVER A CARDBOARD TUBE FROM PAPER TOWELS WITH PAPER. (USE brown grocery bags, construction or wrapping paper.
2. CUT A FRINGE FROM THE SAME PAPER GLUE TO ATTACH.
3. CUT OUT AND COVER OR COLOR A CARDBOARD CIRCLE SLIGHTLY LARGER THAN THE TUBE.
4. GLUE TO THE BOTTOM OF TUBE.
5. PUNCH A HOLE IN THE CENTER OF THE CIRCLE.
6. PULL A PIECE OF YARN OR STRING THROUGH THE LENGTH OF THE TUBE & TIE ENDS. (Make it long enough to sling over the shoulder of the child.)

FOR THE ARROWS:

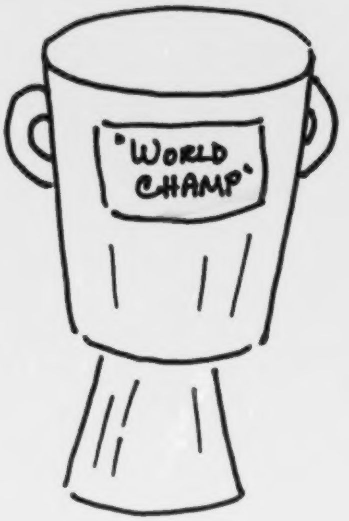


1. USE 2 DRINKING STRAWS FOR EACH ARROW. (cut one of them at an angle, then push the cut end inside the other straw.
2. DRAW ARROWHEAD PROPORTIONATE TO THE STRAW IN THIS SHAPE & CUT.
3. TIE ARROWHEAD TO STRAW WITH STRING AS SHOWN.

YOU ARE NOW READY TO PUT THE ARROWS INTO THE QUIVER.

ARCHERY IS A SUMMER OLYMPICS SPORT

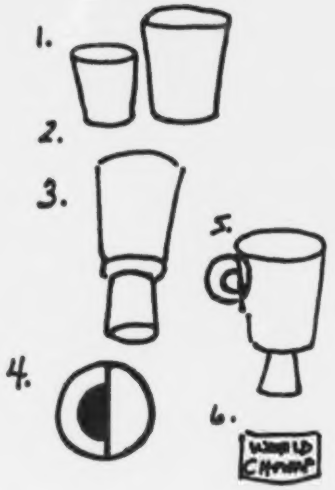
MAKE A LOVING CUP



1. YOU WILL NEED 2 DAIRY CONTAINERS OF DIFFERENT SIZES. (Paper or plastic cups could be used, but this is a good opportunity to recycle plastic containers.)

2. COVER THE CUPS WITH FOIL OR PAINT. (Loving cups are usually silver but you can make them any color you want; for the Olympics you might make them gold, silver or bronze.)

3. ATTACH THE CUP BOTTOMS TOGETHER WITH THE SMALLER CONTAINER AT THE BASE.



4. MAKE HANDLES TO GLUE ON THE LARGER CONTAINER. (Use a compass or jar lid to make a circle proportionate to the container you are using. Draw a line to divide the circle in half. In one half of the circle draw a half circle as shown.

5. GLUE THE HANDLES JUST BELOW THE TOP OF THE LARGER CONTAINER.

6. MAKE A SIGN TO GO ON THE CUP. (You might put "WORLD CHAMPION SWIMMER," "WORLD'S GREATEST ATHLETE" –It's your choice to decide what kind of award you are making.)

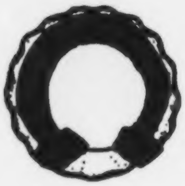
A "LOVING CUP" IS A TROPHY PRESENTED TO THE WINNER OF A RACE OR EVENT

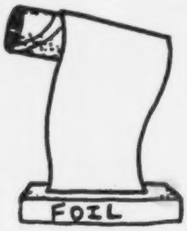
Horseshoe Craft

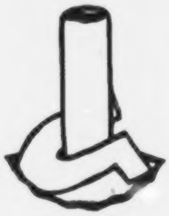
Cut a horseshoe shape out of two paper plates. Turn the plates opposite each other to form a rounded shoe and staple the plates for support holding it in place with masking tape. Cut aluminum foil into two inch wide strips, 12 to 15 inches long. Wind them overlapping, shiny side out around the paper horseshoes, gluing the last end down.

Use a paper towel tube covered with foil as the post. Attach the post to a paper plate by cutting eight one inch slits in the end of the tube, bending the slits out and stapling them to the plate.

Children can try tossing the horseshoes around the post as one of the Preschool Pentathlon Games.





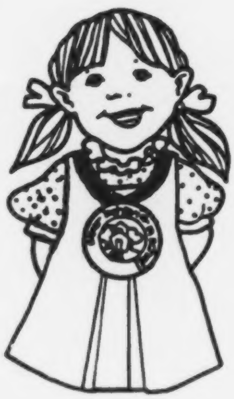


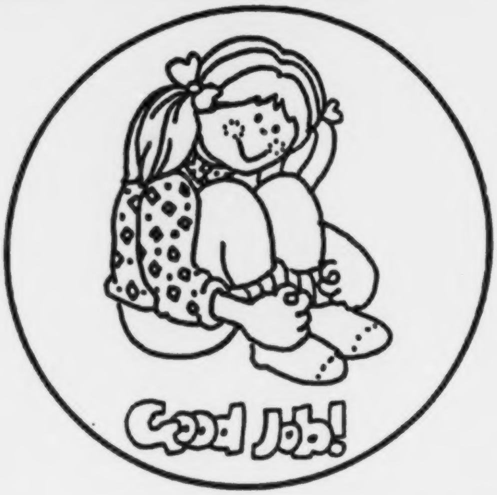
* * *

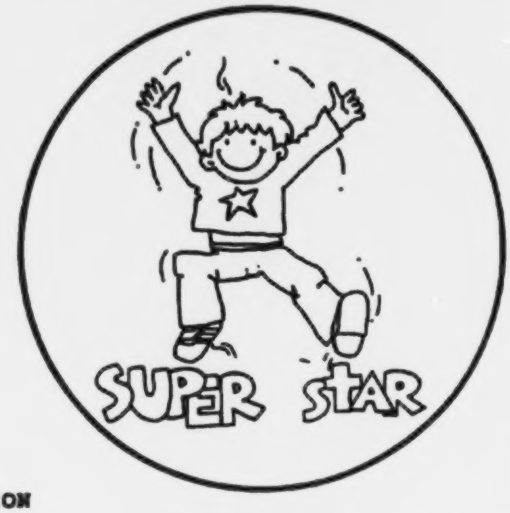
MEDALLION CRAFT

Use the plastic lid from a five pound coffee can trimming the lip off, leaving the raised quarter inch edge on. Select and copy one of the patterns for a medallion or create your own.

Color, cut and glue to the center of the plastic lid. Punch a hole and thread with yarn long enough for a necklace.

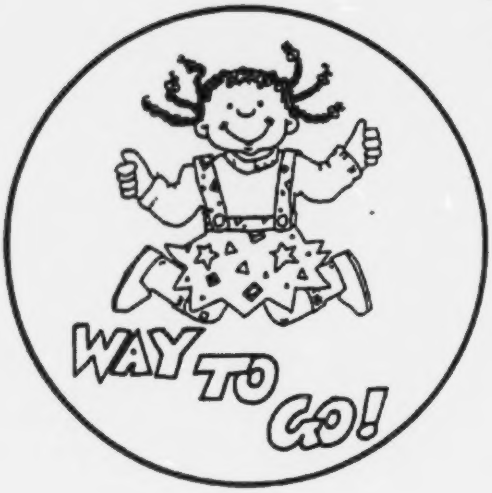


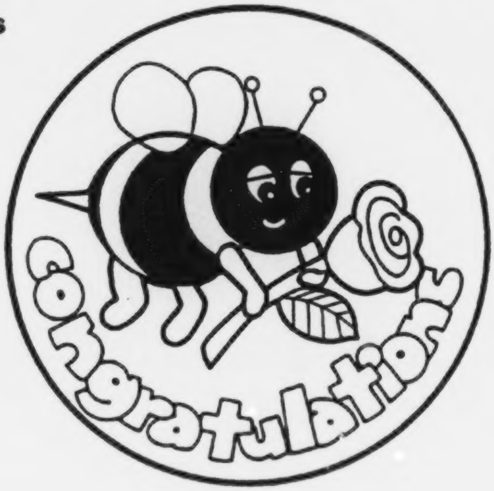


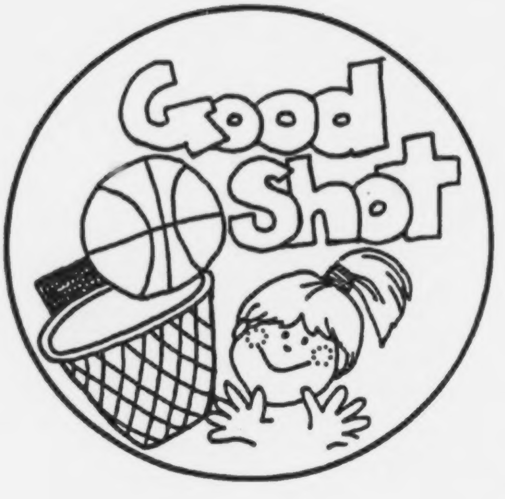


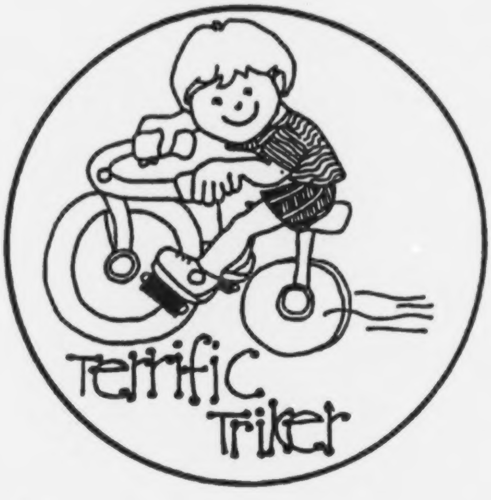
MEDALLION

PATTERNS




congratulations




Terrific Triker

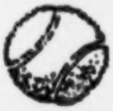
Olympic Theme

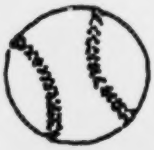
Activity & Answer Sheets

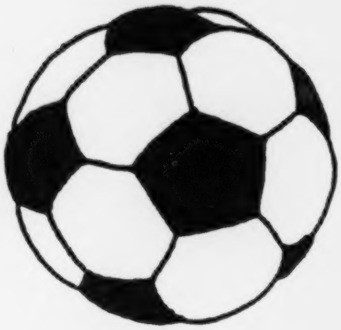
Preschool Level

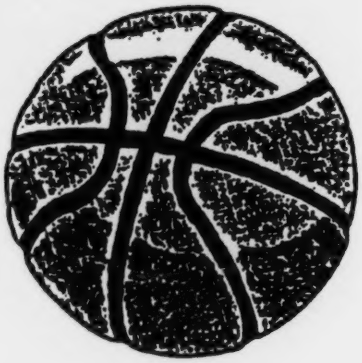
MATCH THE BALLS

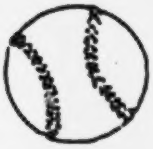
Draw a line from the ball on the left to the matching ball on the right.

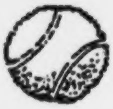


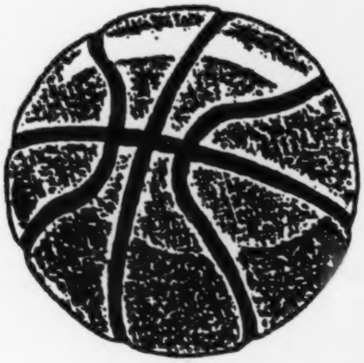


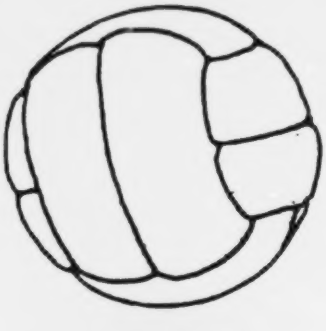


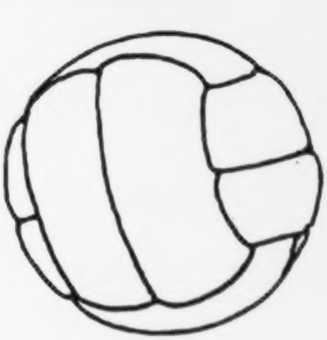


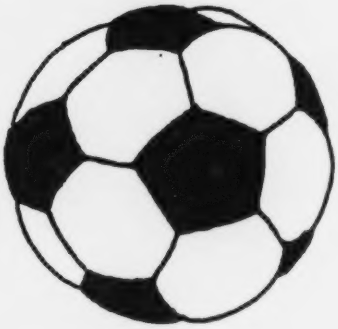








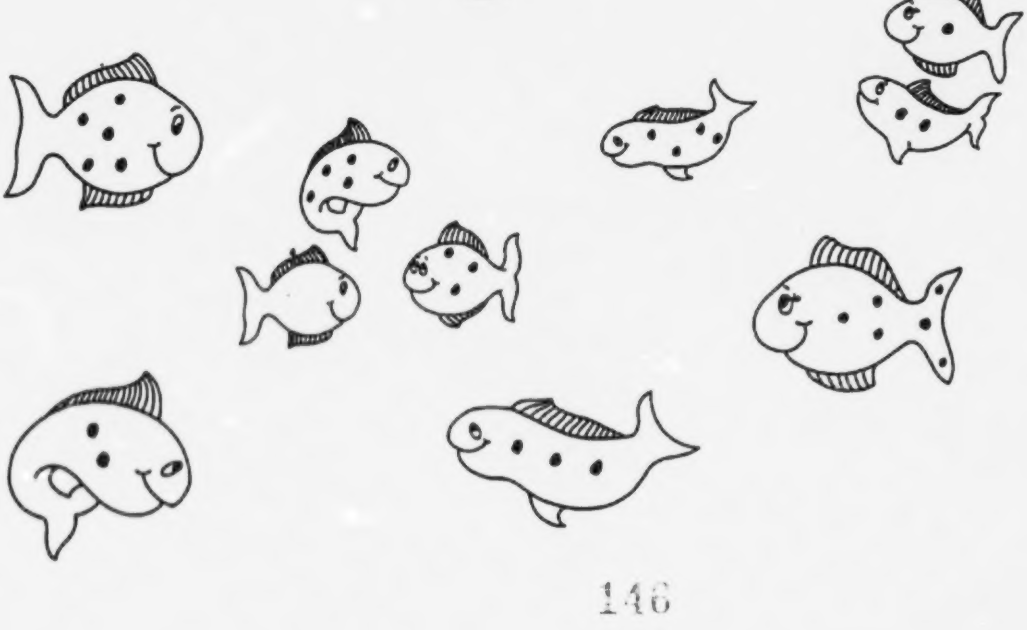




LET'S GO FISHING

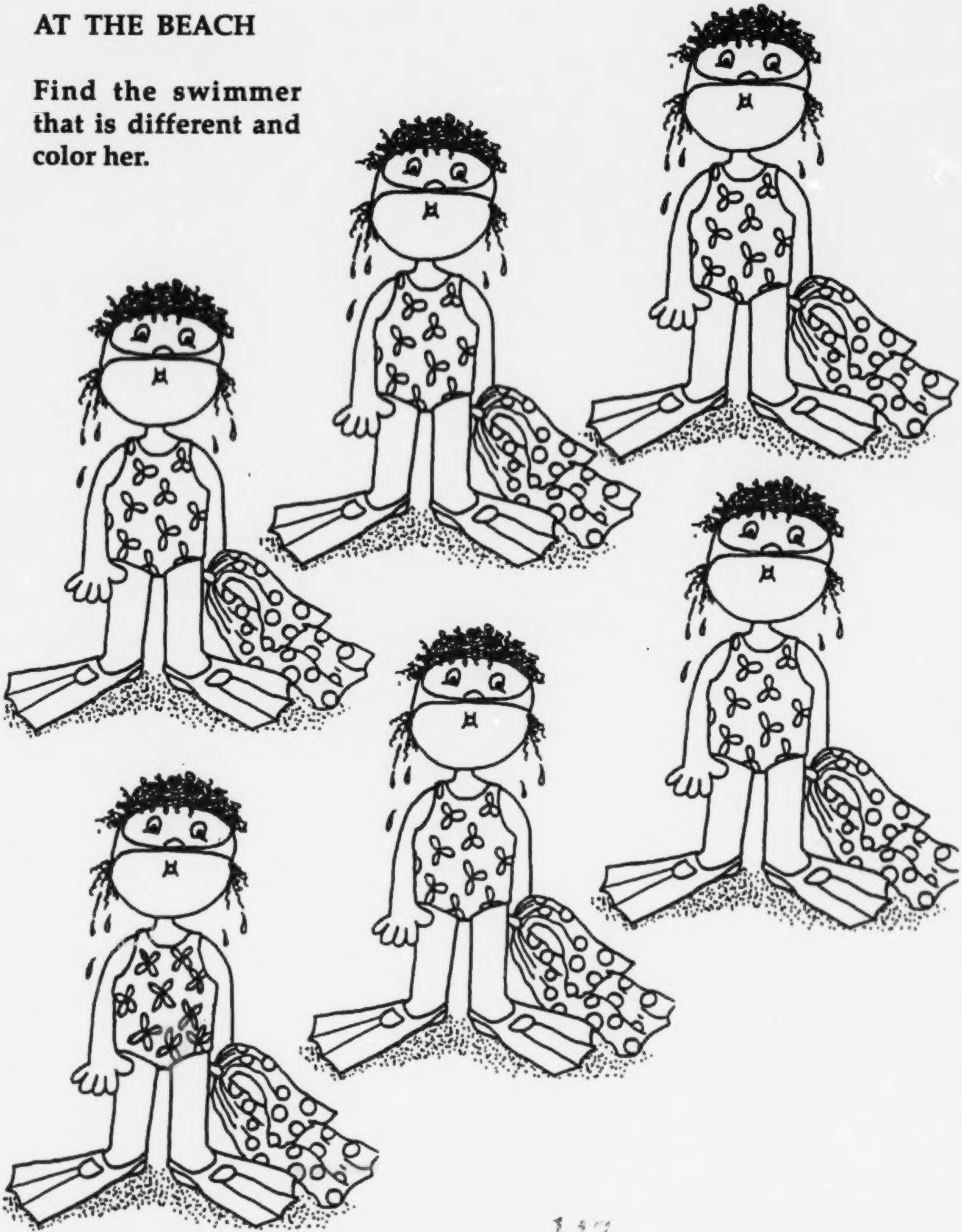
Count the spots on each fish and color it according to the key below.

1 spot = red
2 spots = yellow
3 spots = orange
4 spots = green
5 spots = purple
6 spots = blue

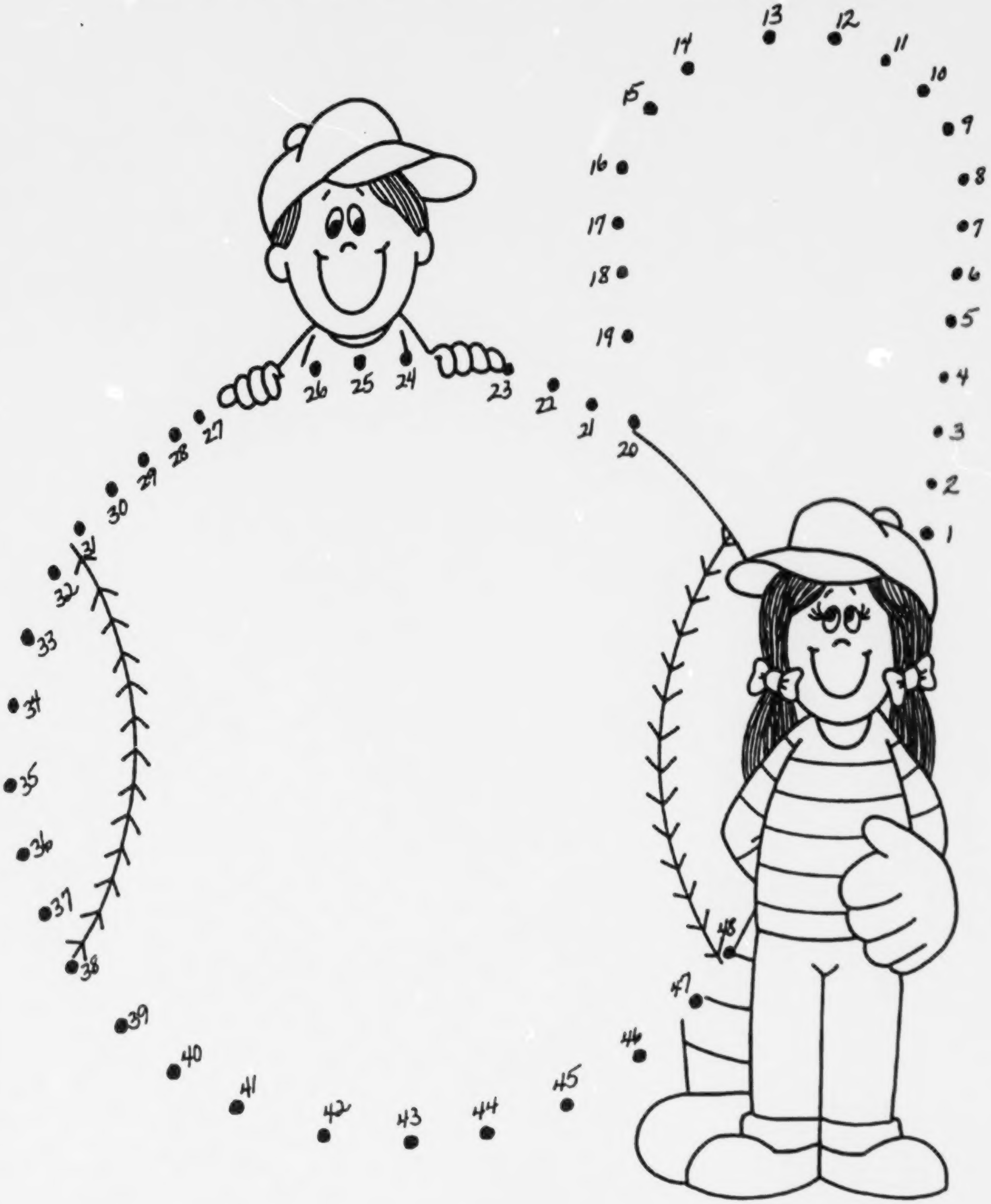


AT THE BEACH

Find the swimmer that is different and color her.



CONNECT THE DOTS TO DISCOVER A SUMMER SPORT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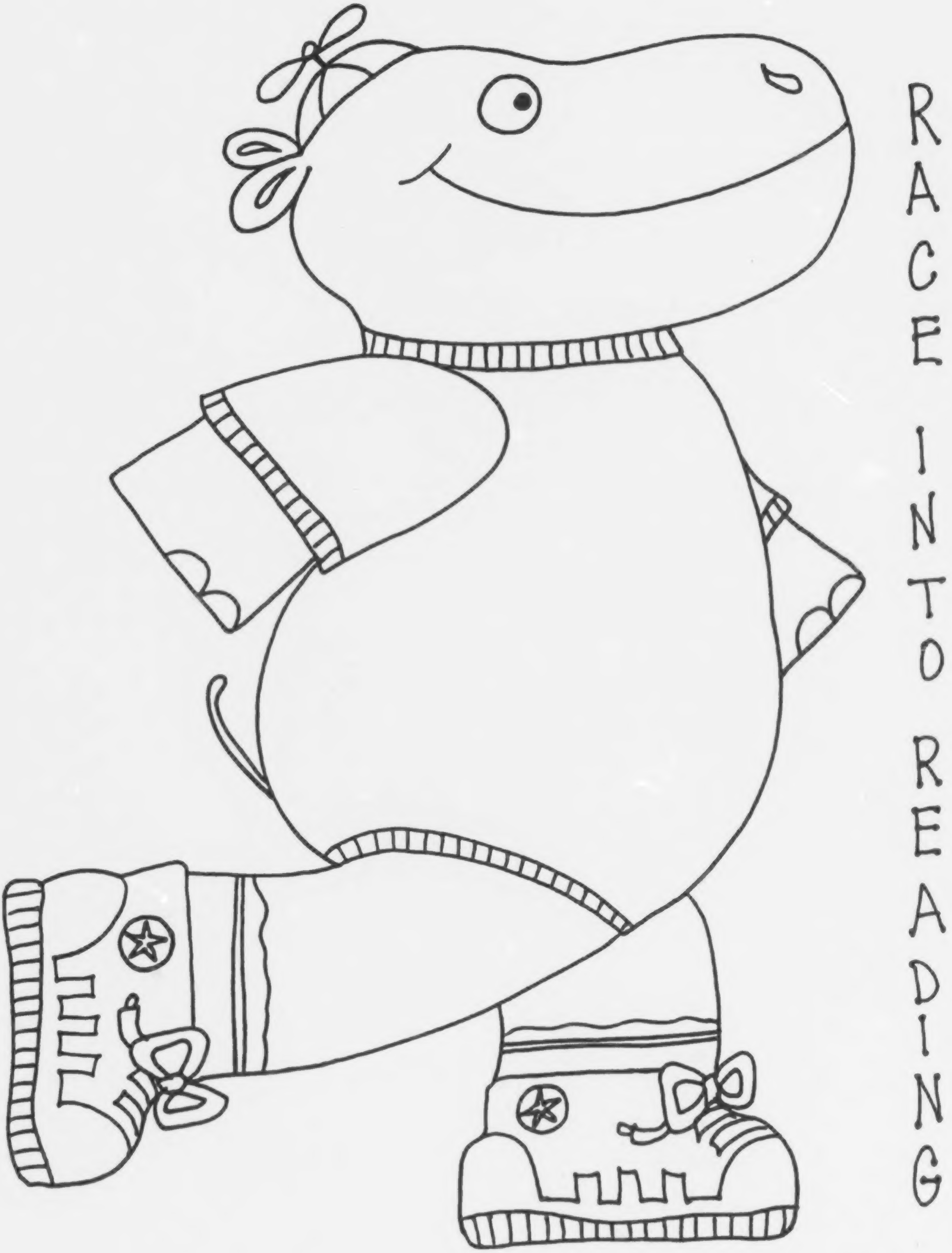
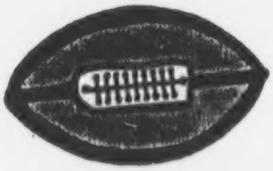
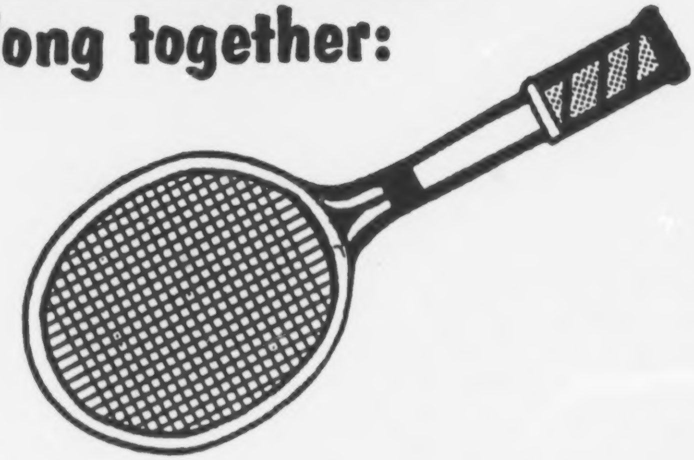


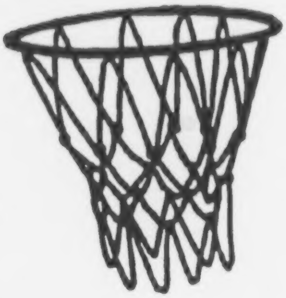
RACE INTO READING

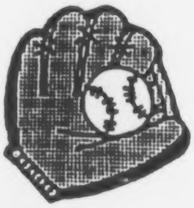
SPORTS EQUIPMENT MATCH

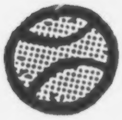
Draw lines to connect items that belong together:

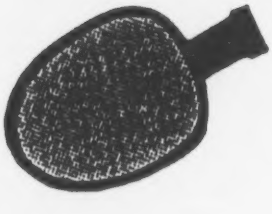


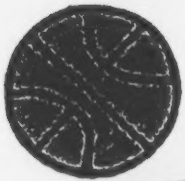


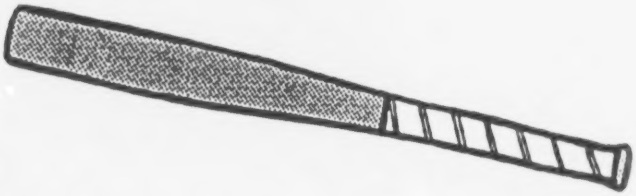


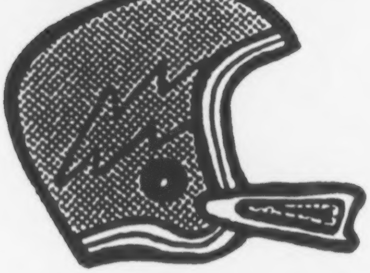






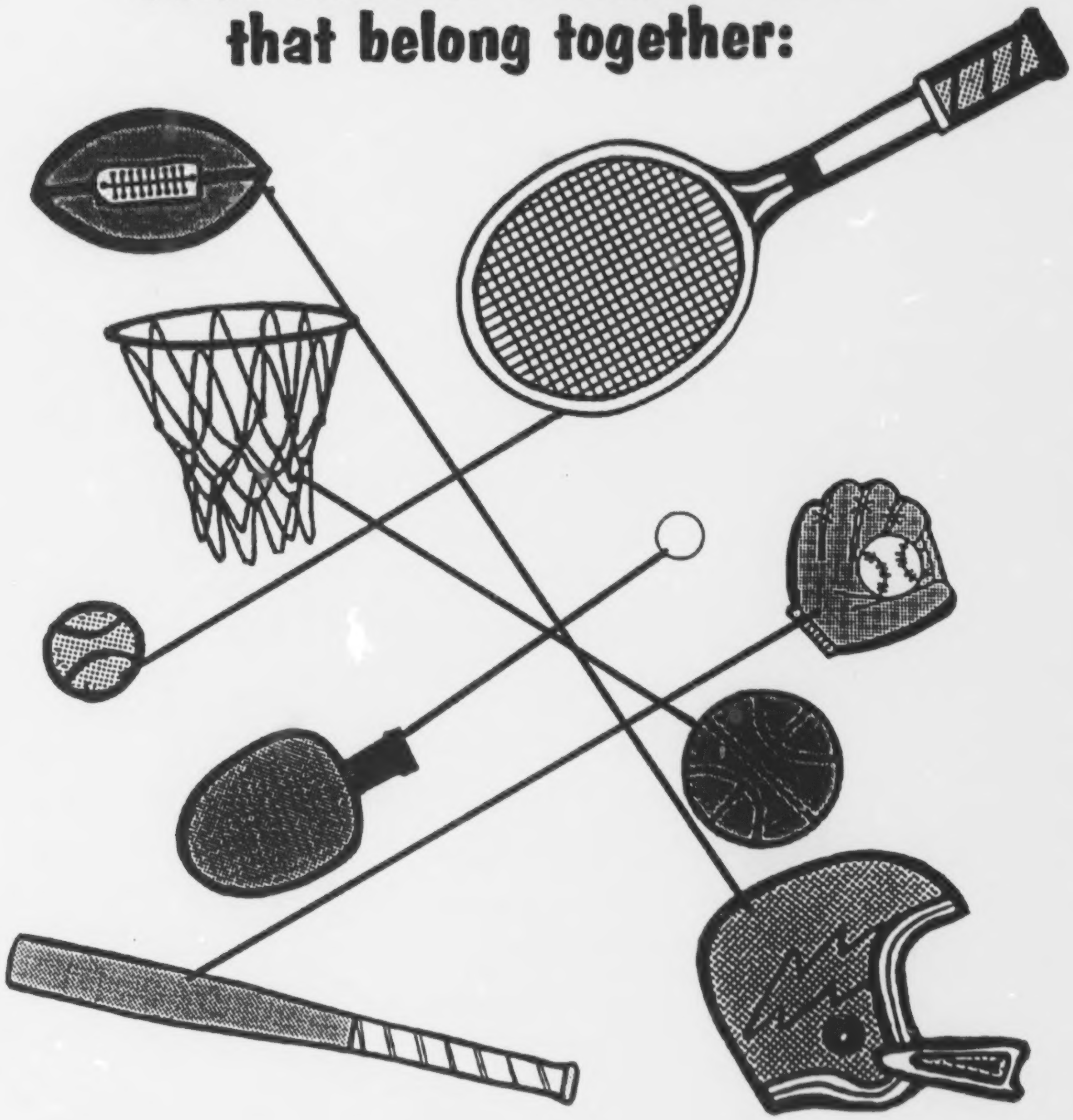






SPORTS EQUIPMENT MATCH

Draw lines to connect items that belong together:



SIDEWALK GAMES AROUND THE WORLD

A program for older preschoolers and lower primary grades

SOME SUGGESTED ACTIVITIES:

STORIES:

The Mud Flat Olympics by James Stevenson
Rain Player by David Wisniewski

POETRY (Choose 2 or 3):

"Around the round path" (Greece)
"Circle, little circle" (Brazil)
"Come to me, nice butterfly" (Israel)
"East side, west side" (United States)
"Sea snake" (Mexico)
"Three times" (France)
"Wave your hand" (India)

GAMES (Choose 5 or 6):

Ball Bouncing/Jumping Rope
Bean Bag Toss Birds-Giants-Dwarfs (Greece)
Crocodile, May I Cross the River? (Zambia)
Crows and Cranes (Japan)
Egg Game (Iceland)
Escargot (Hopscotch–France)
Fire's on Mount Cook! (New Zealand)
Ed Gato y el Raton (Cat & Mouse–Argentina)
Giant Steps (Mother, May I?)
Hopscotch
Juan Palmada (Colombia)
Kritz (Hopscotch–Czechoslovakia)
Lame Chicken (Republic of China)
Lost Shoe Relay (Zimbabwe)
Newspaper Walk (Portugal)
Pele (Hopscotch–Aruba)
Red Rover, Red Rover
Simon Says
Ta Galagala (Hopscotch–Nigeria)
Waves (Norway)
Zoo Game (Brazil)

CRAFTS:

A Sidewalk Chalk Art Show
How Will It End?

TAKE HOME ACTIVITY SHEETS:

Sidewalk Shadow Creatures
Soap Bubble Recipe
Super-size Chalk Recipe
and others

DISPLAYS AND DECORATIONS:

For related displays, see pages 51 through 77.

SIDEWALK GAMES AROUND THE WORLD

PROGRAM IDEAS

POETRY

(For quiet listening, fingerplays, or movement activities)

Around the Round Path

(Greece)

Around the round path in the orchard, hands, feet on the line, everybody sit on the ground.	Gyro gyrovoli mesa sto pervoli, heria, podia stin grammi, olee kathountai stin gi.

Circle, Little Circle

(Brazil)

Circle, little circle, We'll all twirl around. Let's do a half-turn, A half-turn we'll do. (Child's name _______________), Come into the circle, Recite a pretty little verse, Say good-bye and go out.	Ciranda, cirandinha Vamos todos cirandar. Vamos dar a meia volta, Volta e meia vamos dar. (_________________________), Entre dentro desta roda, Diga um verso bem bonito, Diga adeus e va-se embora.

Come to Me, Nice Butterfly

(Israel)

Come to me, nice butterfly, Rest in the palm of my hand, Sit, rest, don't be afraid . . . And fly away again.	Bo elai parpar nechmad, Shev etzlee al kaf hayad. Shev tanuach al tirah . . . Vetat'oof bechazarah.

East Side, West Side

(United States)

East side, west side,
All around the school.
Kids jump and skip and
bounce and run.
They play by all the rules.

Sea snake
(Mexico)

To the sea snake we will play,
we will play,
you can come and pass this way.
The ones in front run very fast,

and the ones behind will stay,
stay, stay, stay

A la vibora, vibora
de la mar, de la mar,
por aqur pueden pasar.
Los de adelante corren
mucho /
y los de atras se quedaran
tras, tras, tras

Little golden bell,
please let me pass,
with all my little children
except the one who's last,
last, last, last . . .

Campanita de oro,
dejame pasar,
con todos mis hijos,
menos el de atras
tras, tras, tras

Three times
(France)

(Arms may be raised to form a drawbridge)

Three times by she passes,
The last, the last;
Three times by she passes,
The last stays here.

Trois fois passera,
La derniere, la derniere;
Trois fois passera,
La derniesre y restera.

Wave your hand
(India)

Wave your hand, wave your hand
Let us go to the shop, wave your hand,
Let us buy some candy, wave your hand,
Let us eat slowly, wave your hand.

Kai veesamma kai vessu,
Kadaikku pogalam kai veesu
Mittai vangalam kai veesu
Medhuvai tingalam kai veesu.

GAMES

NOTE: If using real sidewalks or playgrounds during warmer months, plan to conduct games at cooler times of the day and try to find as much shade as possible. Activities may also be done indoors by using butcher paper and masking tape to simulate sidewalks.

Ball Bouncing/Jumping Rope

Have younger children keep the ball bouncing in time to the rhythm of these rhymes; older children may jump rope:

My mother was born in England,
My father was born in France,
But I was born in diapers,
Because I had no pants!

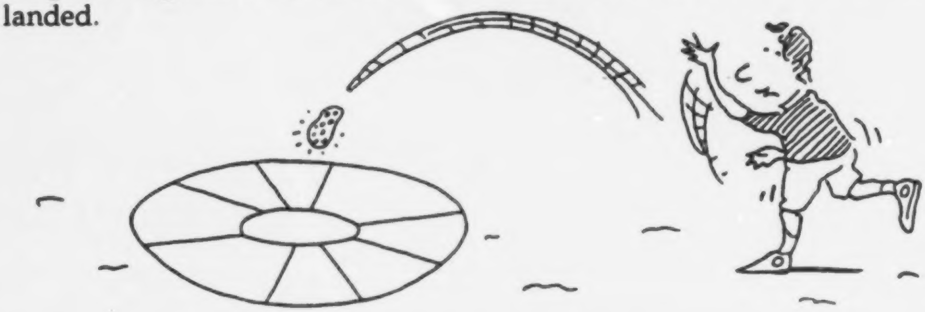
I went upstairs to make my bed.
I made a mistake and bumped my head.
I went downstairs to milk my cow.
I made a mistake and milked the sow.
I went in the kitchen to bake a pie.
I made a mistake and baked a fly.

A sailor went to sea sea sea
To see what he could see see see.
But all that he could see see see,
Was the bottom of the deep blue sea sea sea.

Teddy bear, teddy bear,
Turn around.
Teddy bear, teddy bear,
Touch the ground.
Teddy bear, teddy bear,
Show your shoe.
Teddy bear, teddy bear,
That will do.
Teddy bear, teddy bear,
Go upstairs.
Teddy bear, teddy bear,
Say your prayers.
Teddy bear, teddy bear,
Turn out the light.
Teddy bear, teddy bear,
Say good night.

Bean Bag Toss

Draw a target in chalk. Make each section of the target a different color. Have children toss bean bag into target and win a ribbon that matches the color of the section in which their bean bag landed.



Birds--Giants--Dwarfs
(Greece)

The children stand in a circle with one child in the middle. This child gives the orders: "Birds", "Giants", "Dwarfs", or "Wicked Witch".

When the order is "Birds", the children pretend to fly. They walk tall for "Giants", and creep low for "Dwarfs". When the child in the middle calls "Wicked Witch", all the child run away to a place which has been chosen beforehand.

The child from the middle chases them, and the first one to be caught gives the orders next.

Crows and Cranes
(Japan)

Played with two teams of at least 4 children each. One team is called Crows and the other Cranes.

Each team draws a goal line about one hundred feet from the other. Both teams line up behind their goal lines.

A caller stands in the middle between both goal lines. When the caller calls, "Start walking!' both Crows and Cranes walk slowly toward the caller. When they are quite close, the caller calls out "Cr-r-r-r-ows!" or "Cr-r-r-r-anes!" and whichever team is named starts to run for its goal line. The other team chases them and tries to tag as many players as possible before they are safe behind their own goal line.

The tagged players join the opposing team, and both teams return to their goal lines and the caller calls again.

The game is won by the team that tags the most players. The caller tries to keep the teams guessing which one will be called by dragging out the "Cr-r-r-r" sound as long a possible.

Crocodile, May I Cross the River?
(Zambia)

A line is marked on the ground, and the crocodile stands on one side of it facing the other children.

The children come to the river bank (the line) chanting: "Crocodile, crocodile, may I cross your river?" The crocodile answers "No!"

This is repeated until the crocodile says, "Yes, if you give me a stone" (or flower, or leaf, or anything else which is readily available).

The first child to find whatever is asked for and bring it to the river bank is allowed to cross the river.

The play continues until all the children are across the river.

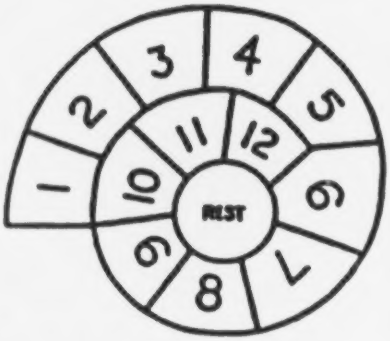
Egg Game
(Iceland)

All the children stand in a circle facing inwards with their legs apart.

One child has a ball about the size of a basketball and starts the game by trying to roll the ball through someone's legs. No one may put their feet together so the children must try to stop the ball with their hands. A child who stops the ball with their hands may try to roll it between someone else's legs but may not move from their place in the circle.

If the ball does go through someone's legs that child is out. The game continues until only one player is left.

Escargot (Snail)
(Hopscotch--France)



Choose a foot on which to hop. You must hop in and out each time on that foot. Hop through the snail. In the center space you may rest on both feet. Turn and hop back to the beginning. Choose one space for your "house". Make a special mark in that space. It is now a rest space just for you. No other player may hop into your house. The game is over when it is impossible for anyone to hop into the center space or when all of the squares are "houses". The child owning the greatest number of "houses" wins the game.

Fire's on Mount Cook!
(New Zealand)

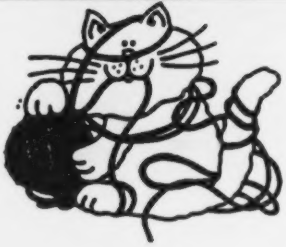
(Mount Cook is New Zealand's highest mountain.)

Players form a double circle, with the same number in each. "IT" stands in the center and starts the game by calling out: "Fire's on Mount Cook, children, run, run, run!"

Players in the outer circle then run clockwise around the outside of the inner circle. When "IT" calls, "Fire's out!" each runner must stand in front of a player in the inner circle.

Meanwhile, "IT" has already stepped in front of a player. The person left out becomes "IT" in the next round.

Players who ran are now the inner circle, so a different group has a chance to run.



EL Gato y el Raton
(Cat and Mouse–Argentina)

Children join hands in a circle. One child is the Mouse and stands inside the circle. Another child is the Cat and stands outside the circle facing the Mouse.

Cat: "Mouse, what are you doing in my garden?" Mouse: "Eating grapes." Cat (holding hand out towards Mouse): "Give me some." Mouse reaches through the circle and pretends to put some grapes into Cat's hands. Mouse: "Here they are." Cat: "Give me more." (This may be repeated as often as Mouse wishes to answer: "Here they are.") Cat: "Give me more." Mouse: "NO!" Cat: "I'll catch you." Mouse: "If you can."

Mouse runs and Cat chases. The children in the circle try to protect Mouse. If Cat enters the circle by going under two joined hands they let Mouse out. If both Cat and Mouse are outside the circle they help Mouse enter. When Cat catches Mouse, two other children take their place and the game begins again.

Giant Steps (Mother, May I?)

One child is chosen to be the Mother. The Mother stands about twenty feet away from the other children, who stand lined up in a row. The Mother calls to the first child, saying, for example, "You may take two giant steps." The child answers, "Mother, may I?" and takes two very long strides forward. The Mother then calls to the second child, saying, for example, "You may take ten baby steps." The child answers, "Mother, may I?" and takes ten small steps forward. If any child moves forgetting to say, "Mother, may I?" that child loses a turn and must stay in the same spot until the next turn.

The game continues in this way until one player is close enough to tag the Mother. That player becomes the new Mother and begins the calling once all of the other children have returned to the starting line.

Hopscotch

Draw several different hopscotch patterns on the sidewalk using brightly colored chalk. With very young children let them use bean bags for pucks. Several patterns with directions may be found in Mary D. Lankford's *Hopscotch Around the World*. Rules may need to be simplified for preschoolers.

Juan Palmada
(Colombia)

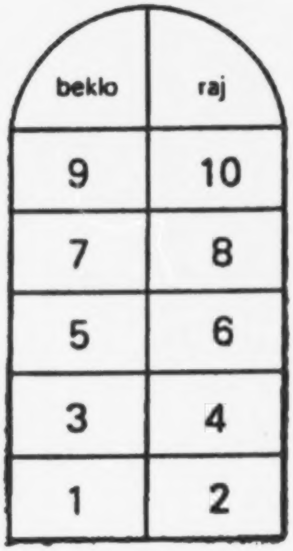
Children form a circle, leaving one empty place in it. Two children stand by the space, back to back, outside the circle.

At a signal these two run in opposite directions around the circle. When they meet, each jumps into the air and claps hands over head. Then they continue running to see which one can reach the empty space first.

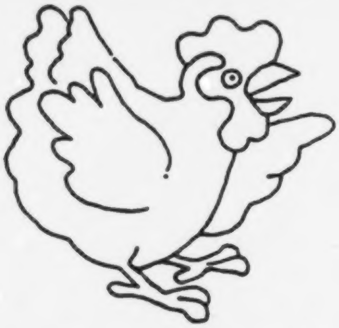
Another child is chosen to take the winner's place and the game continues.

Anyone who loses three times must pay a forfeit chosen by the group. (The forfeits should be of a wide variety: sing a song, turn a somersault, find three round pebbles, etc.)

Kritz
(Hopscotch--Czechoslovakia)



Toss your bean bag into box 1. Hop into box 1. Pick up your bean bag. Hop out of pattern. Toss your bean bag into box 2. Hop into box 1, then into box 2. Pick up your bean bag. Hop back into box 1 and then out of the pattern. Toss your bean bag into each box in turn. Hop only as far as the box where your bean bag is; then pick it up, turn, and hop out of the pattern. When you have hopped through all ten boxes, try to throw your bean bag into "raj" (heaven) to win. If your bean bag lands in "beklo" (the opposite of heaven) you have to go back to the beginning.

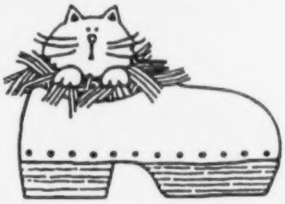


Lame Chicken
(Republic of China)

Each team has 10 sticks which are placed 10-12 inches apart like the rungs of a ladder.

The first child is the "lame chicken" and must hop over the sticks without touching them. After hopping over the last stick, the child picks it up and hops back with it, placing it at the beginning. A child is out of the game if both feet touch the ground or a stick is touched by a foot when hopping.

The next child then becomes the "lame chicken" and the game continues in the same way until all have had a turn.



Lost Shoe Relay
(Zimbabwe)

Played in teams of six or more children.

Children on each team remove their shoes and put them in a heap.

The game is played like an ordinary relay, the children running up to the heaps of shoes, finding their own shoes, putting them on, and running back to their team, tagging the next child to run.

The first team to finish wins.

Newspaper Walk
(Portugal)

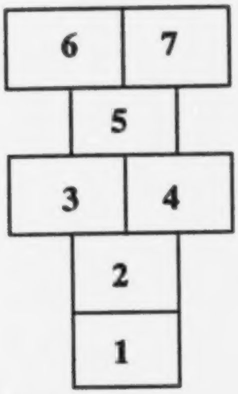
Each team stands in line, one behind the other, the leader of each team standing some distance in front. Each child is given two newspapers on which to step.

When the leader blows a whistle the first child in line passes round the leader, using the newspapers for making each step, and goes back into the line. The second child then does the same. This continues until each team member has completed the journey.

The first team to be standing again in a complete line wins.

Pele

(Hopscotch – Aruba)



Throw bean bag into box 1. .
Hop into box 2. Jump into boxes 3 and 4 placing one foot in each box.
Hop into box 5. Jump into boxes 6 and 7 placing one foot in each box.
Jump and turn, landing in boxes 6 and 7 again, but facing back towards box 1.
Hop into box 5. Jump into boxes 3 and 4, placing one foot in each box.
Hop into box 2. Pick up the bean bag from box 1.
Hop out of the pattern without landing in box 1.

For the next round, throw the bean bag into box 2. For the third round, throw the bean bag in box 3, etc. Never hop into a box with a bean bag already in it. If you step on a line you lose your turn but your bean bag stays in place until your next turn. If your bean bag lands in the wrong box you also lose a turn. The first child to complete the entire pattern wins the game.

Red Rover, Red Rover

(United Kingdom)

Played by two teams of at least six players each. The players hold hands very tightly with their teammates and form a line, facing the other team, with about fifty feet between them.

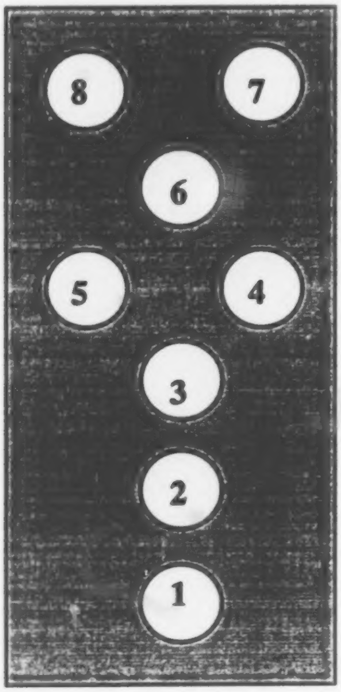
One team calls out, "Red Rover, Red Rover, let______________ come over!" and they name anyone they wish from the opposing team. That player runs toward them and tries to break through the clasped hands of two of the players. If that player succeeds he or she returns to his/her own team. But if he/she fails that player now joins hands with one of the players on either end of the opposing team.

Each team takes turns calling "Red Rover, Red Rover..." and the game is won by the team that succeeds in taking the most players from the opposing team.

Simon Says

One child is Simon and gives orders to the other children. For example, "Simon says hands on your head!" and all children must obey immediately by putting their hands on their heads. However, children must never obey Simon if the order does not begin with "Simon says". Anyone who does is out of the game. Simon may try to confuse the other children either by carrying out an order without saying "Simon says," or by doing something other than what was ordered. For example, Simon may say, "Simon says hands on hips," but put hands on shoulders instead. The child remaining in the game the longest may be the next Simon.

Ta Galagala
(Hopscotch—Nigeria)



The directions are similar to "Pele" with circles drawn instead of squares.

Waves
(Norway)

Played in two teams.

Draw two long parallel lines about a yard apart. The two teams stand behind the lines, facing each other. A "home" must be marked some distance behind one of these lines. Between the lines scatter small stones (or other small objects)–the "shells".

One team are "waves". They hold hands and swing them backward and forward while counting loudly "one, two, three, swish". The other team are "children" picking up shells on the beach. When the waves shout "swish" the children run "home" while the waves try to catch them. The ones who are caught join the waves and the games goes on until all are caught.

The children count their "shells" and the teams change over.

Zoo Game
(Brazil)

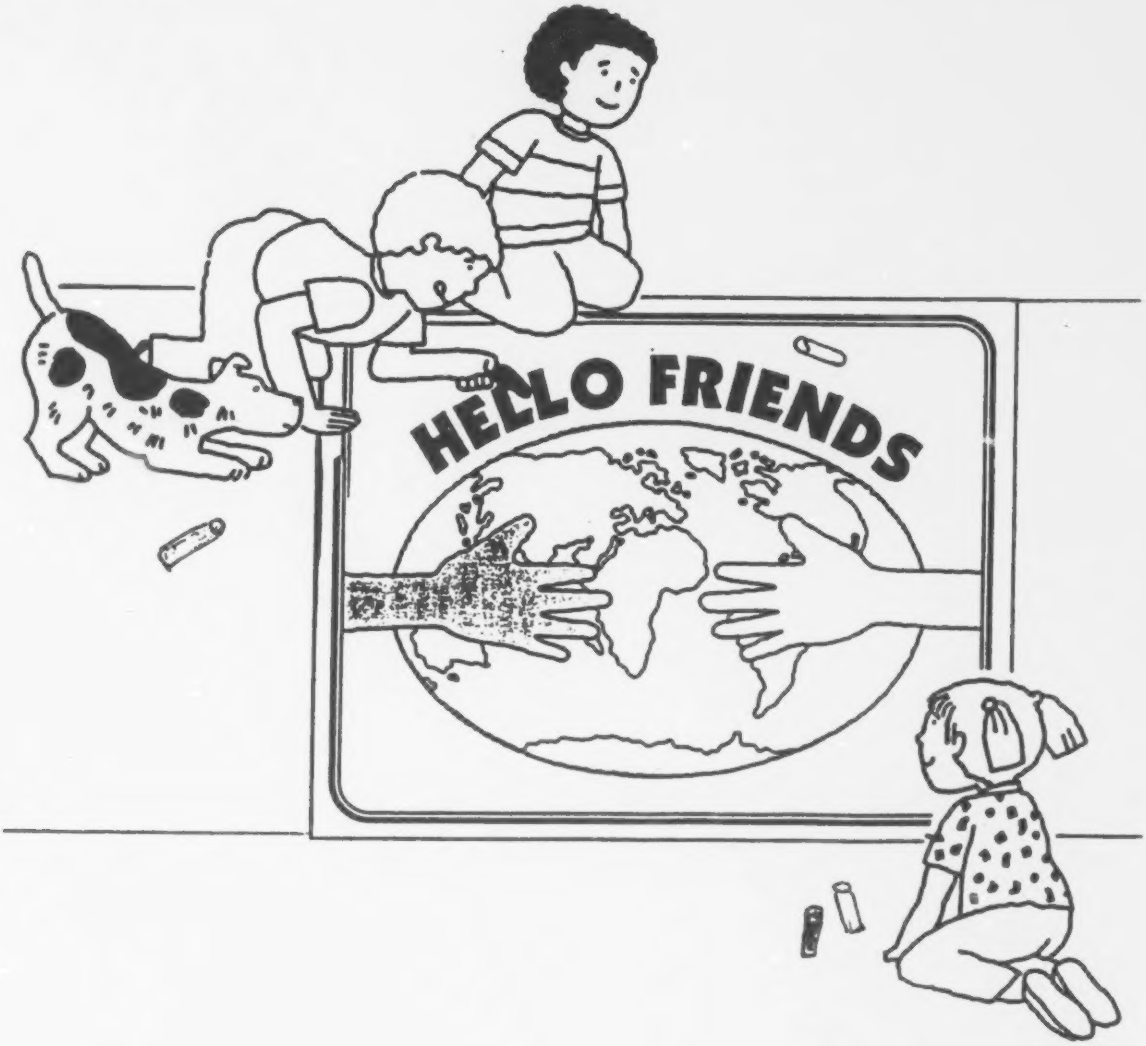
Each team chooses a different animal which makes a definite noise. Every child is blindfolded and everyone scatters. At a signal, every child moves around making the special animal noise of its team. Each team has to gather together by sound alone. The first team complete in a straight line is the winner.

SIDEWALK GAMES AROUND THE WORLD

CRAFTS

"A Sidewalk Chalk Art Show"

Let each child have a square of the sidewalk and a supply of large and colorful chalk with which to decorate it.



"How Will It End?"

(A drawing game from Germany)

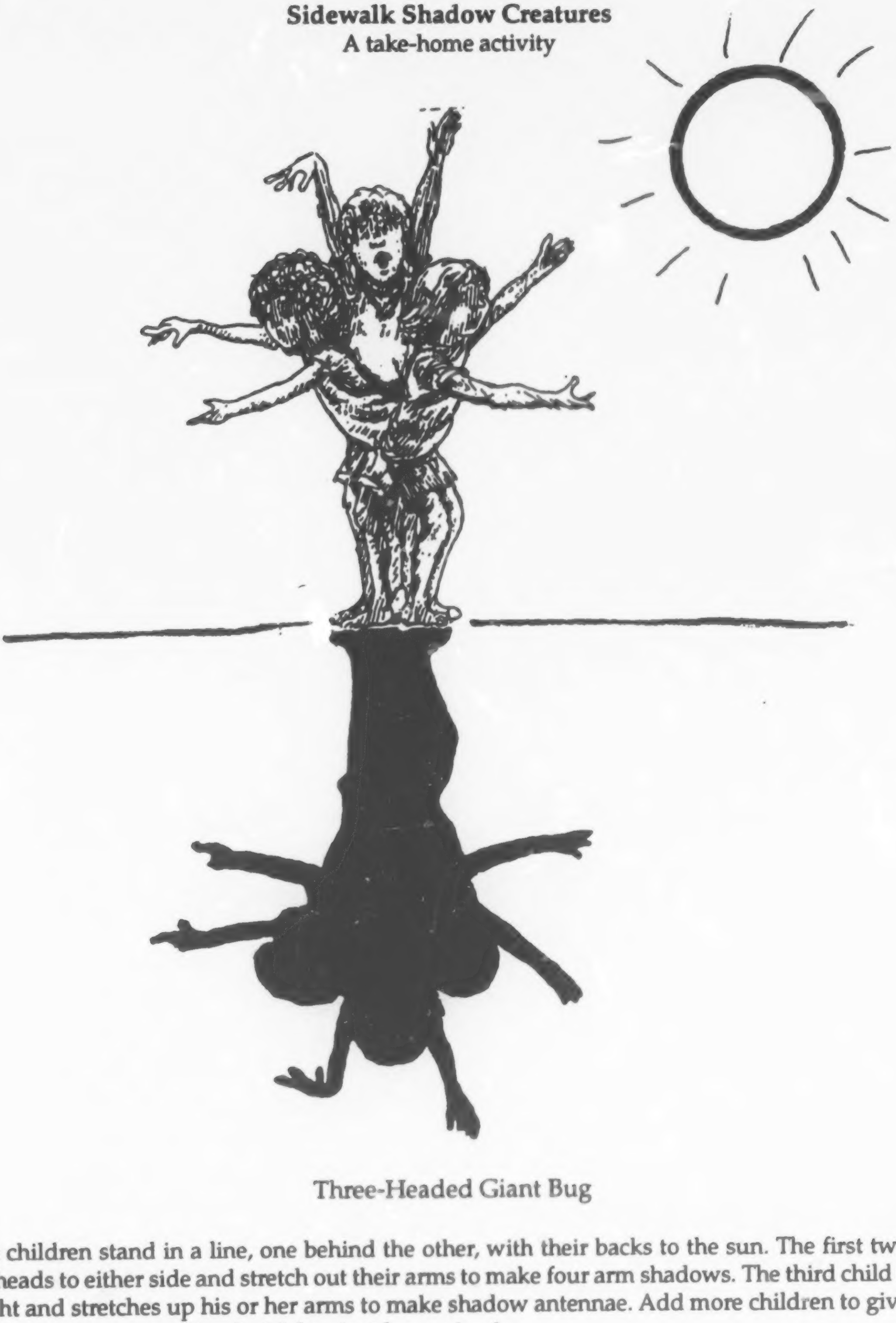
Use a sidewalk section and chalk or place a large sheet of drawing paper on a wall. The first child thinks of a picture and begins to draw it with a few lines. The next child adds to the drawing, then the next and so on. Each child must change the drawing each time, so that it looks as different as possible. Compare the final drawing with what the first child though of!

* * * * * * * * *

Master copies of take home activity sheets follow on the next 4 pages.

Sidewalk Shadow Creatures

A take-home activity

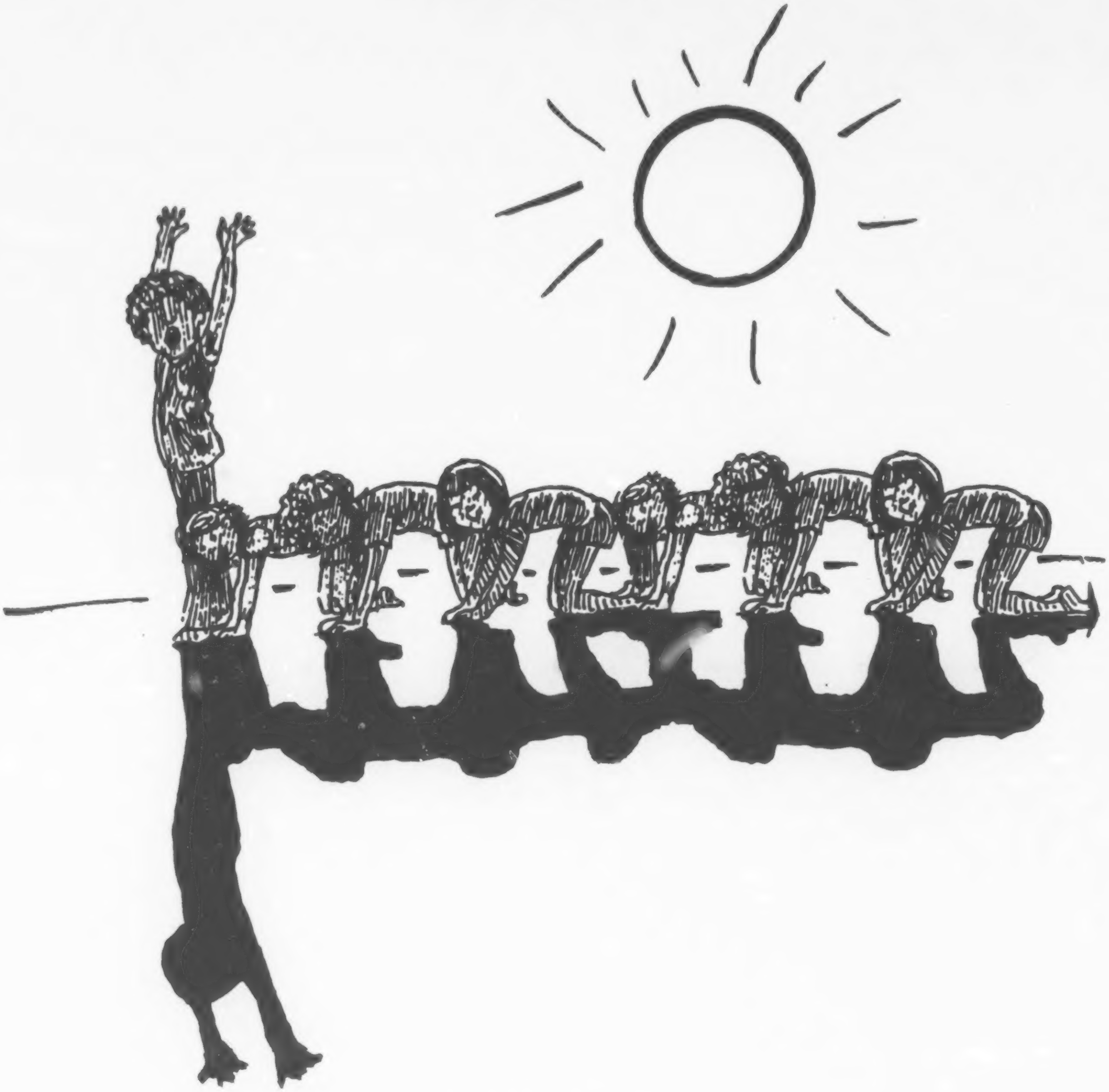


Three-Headed Giant Bug

Three children stand in a line, one behind the other, with their backs to the sun. The first two hold their heads to either side and stretch out their arms to make four arm shadows. The third child stands straight and stretches up his or her arms to make shadow antennae. Add more children to give your creature more arms and heads. Make giant bug noises!

Sidewalk Shadow Creatures

A take-home activity



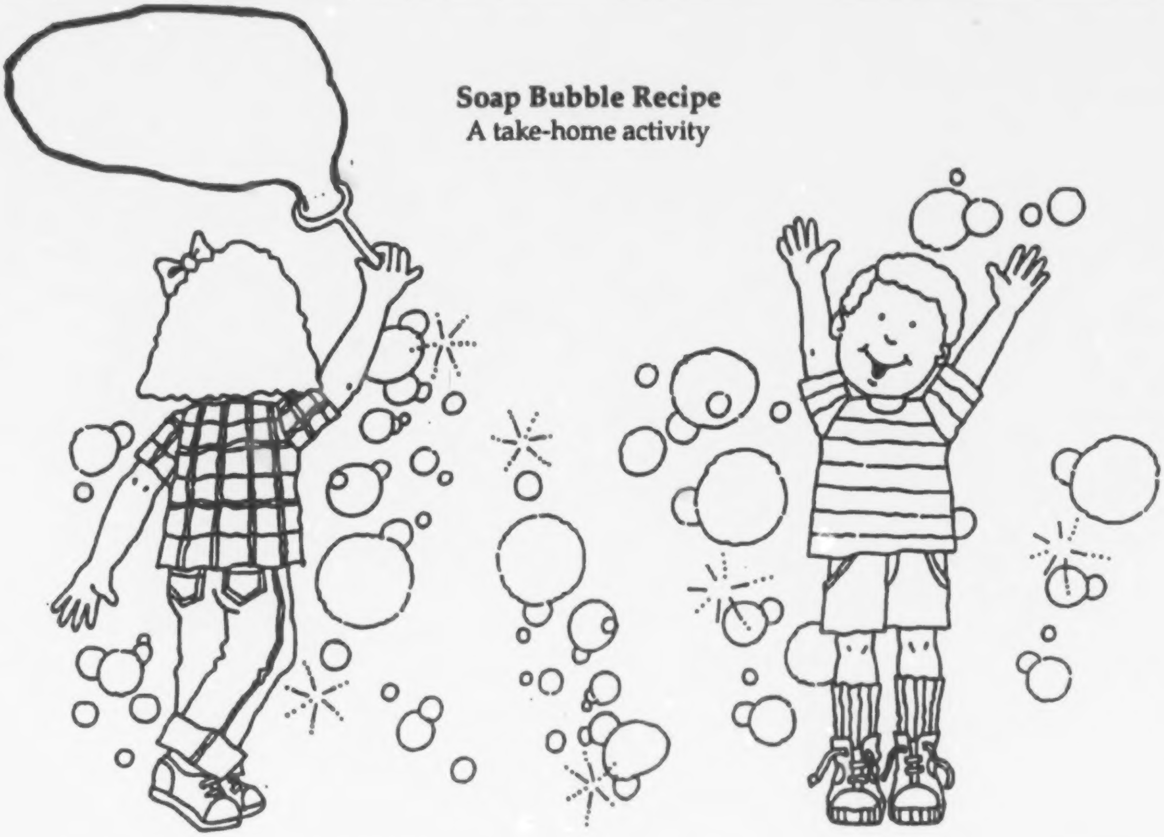
Loch Ness Monster

Two, three, four or more children crouch on their hands and knees, one behind the other, with their sides to the sun. Another child stands in front of them, waving his or her arms and swaying back and forth.

Sidewalk Shadow Creatures adapted from The Incredible year-round playbook.

Soap Bubble Recipe

A take-home activity



"I'm forever blowing bubbles, pretty bubbles in the air . . ."

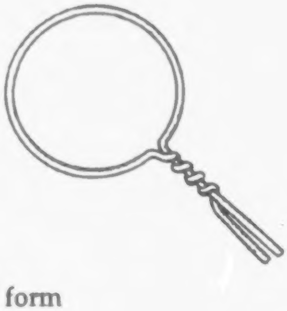
How to make soap mixture:

(Adults should supervise this activity.)

Materials:
- 4 Tablespoons of glycerine
- 4 Tablespoons of soap powder
- 1 Quart of water

Tools:
- 1 spoon
- 1 deep mixing bowl

Directions:
- Mix the ingredients together.
- Heat gently until warm, stirring from time to time.
- Allow to cool.



How to make rings:
- Thin wire

Directions:
- Adults should assist children with twisting wire into required form

Super-size Chalk Recipe

A take-home activity

This chalk may be used on chalkboards or pavement. Its super-size is great for games requiring a lot of chalk! NOTE: Parents or older children should make this chalk for younger children.

Ingredients:

PLASTER
OF
PARIS

- Powdered tempera
- Plaster of Paris
- Water
- Small, waxed paper cups

Directions:

- Mix 2 tablespoons powdered tempera and 1/2 cup water in a small, waxed paper cup.
- Add 3 tablespoons plaster of Paris.
- Stir until creamy.
- Allow to dry until hard.
- Peel off the cup and the chalk is ready for use.
- For brighter colors, dip the chalk into water first.

Silly Putty

1 Tablespoon Liquid Laundry Starch
1 Tablespoon School Glue (Elmer's)

Measure for the kids and then let them mix it with their fingers in a small container (paper cups or small butter dishes). To color add food coloring when you first measure out the other ingredients. Recipe from Cathy McDowell at Snowflake Public Library.

Almost Play Dough

1 Cup Flour
1 Cup Water (if colored dough is desired add food coloring to water)
1 Tablespoon Oil
1/2 Cup Salt
1 Teaspoon Cream of Tartar

Prepare this ahead of time. Mix in a sauce pan over medium heat until a ball forms. Cool and store in an air tight continer. Dough can be reused.

Recipe form Wendy Skevington, Holbrook Public Library.

SIDEWALK GAMES AROUND THE WORLD
BIBLIOGRAPHY

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by Willehmina Hall

The Mud flat Olympics
by James Stevenson

Musical Chairs and Dancing Bears
by Jovial Bob Stine

Rain Player
by David Wisniewski

NON-FICTION:

A to Zoo: subject access to children's picture books
(*Games* and *Sports* sections of Index)
by Carolyn W. Lima and John S. Lima

All Upon A Sidewalk
by Jean Craighead George

Anna Banana: 101 jump-rope rhymes
by Joanna Cole

Chalk Around The Block
by Sharon McKay and David MacLeod

Children's counting-out rhymes, fingerplays, jump-rope and bounce-ball chants and other rhythms
by Gloria T. Delamar

Cracks In The Sidewalk: children's daily adventures (poetry)
by Crystal Bowman

Creative Fingerplays and Action Rhymes: an index and guide to their use
by Jeff Defty

Dancing Games for Children Of All Ages
by Esther L. Nelson

Games (and how to play them)
by Anne F. Rockwell

Games for Girl Scouts, 2nd and 3rd editions
edited by Girl Scouts of the U.S.A.

The Games Treasury
by Marilyn Simonds Mohr

Good Times: every kid's book of things to do
by Marilyn Burns, Martha Weston and Linda Allison

Hopscotch Around The World
by Mary D. Lankford

Hopscotch, Hangman, Hot Potato, and Ha, Ha: a rulebook of children's games
by Jack Maguire

The Incredible Year-Round Playbook
by Elin McCoy

Jump For Joy: a book of months
by Megan Halsey

Miss Mary Mack and Other children's street Rhymes
compiled by Joanna Cole and Stephanie Calmenson

More Story Stretchers: more activities to expand children's favorite books
by Shirley C. Raines and Robert J. Canady

One Potato, Two Potato, Three Potato, Four: 165 chants for children
compiled by Mary Lou Colgin

Outdoor Fun
edited by Catherine Ripley

Playtime In Africa
by Efua Sutherland

Shari Lewis presents 101 games and songs for kids to play and sing
by Shari Lewis

Sidewalk Chalk Games
Western Publishing company

Sidewalk Games, COPYCAT magazine, May/June, 1993 issue

The Snopp On The Sidewalk and Other Poems
by Jack Prelutsky

Stamp Your Feet: action rhymes
by Sarah Hayes and Toni Goffe

Story Stretchers: activities to expand children's favorite books
by Shirley C. Raines and Robert J. Canady

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The World Of Games
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(section on *Children's Games)*

World's Best Outdoor Games
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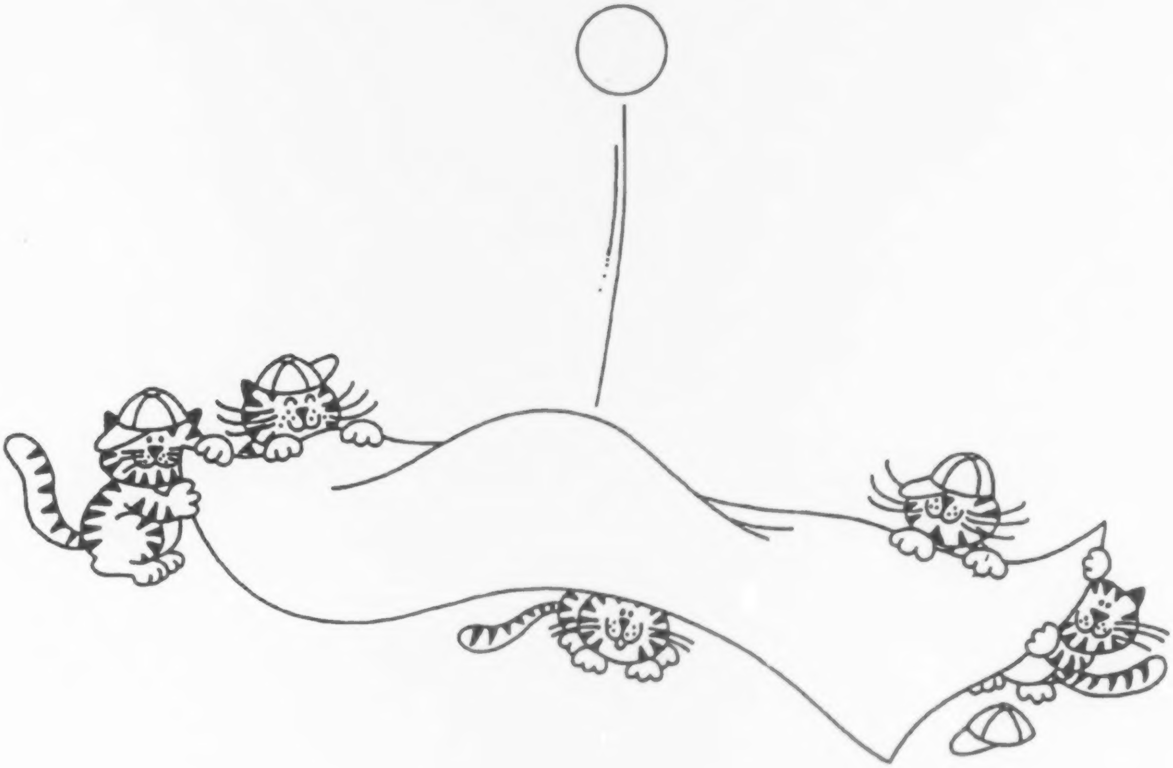
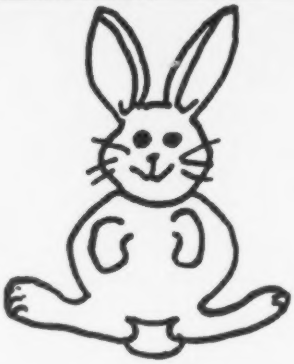


THE TORTOISE AND THE HARE

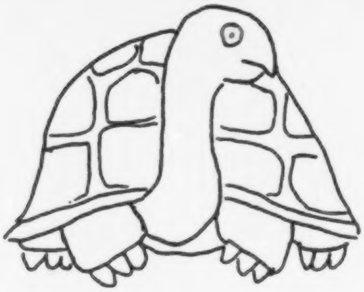
A program for pre-schoolers



The Olympic Games began in Greece and races were among the featured events. Aesop's Fables are also Greek in origin so in keeping with the Olympic theme of the 1996 Arizona Reading Program this unit is centered around the very famous race between the tortoise and the hare.

SUGGESTED OUTLINE OF ACTIVITIES:
(Allow approximately ONE hour.)

- **Fingerplays:**
  A Little Turtle
  Here is a Bunny
- **Book to read:**
  The Tortoise and the Jackrabbit
  by Susan Lowell
- **Cut-out story:**
  T is for Turtle
- **Stretching Activity:**
  I Saw a Little Rabbit
- **Story to tell:**
  The Tortoises' Picnic
  (from CELEBRATIONS by Caroline Feller Bauer)
- **Book to read:**
  The Rabbit
  by John Burningham
- **Fingerplays:**
  My Little Turtle
  Little Rabbit
- **Crafts:**
  Paper plate tortoises
  Marshallow hares
- **Take-home activity sheets:**
  Mock tortoise salad recipe
  Color a tortoise
  Tortoise and hare coloring sheet
  Marshmallow tortoise directions
  Tortoise and hare finger puppet patterns
  Paper plate hare ears directions
  All readers are winners coloring sheet



THE TORTOISE AND THE HARE

Decorating the Library

- Make a banner that says "ALL READERS ARE WNNERS!" to put on the Library's bulletin board or over the entrance to the Young People's Department. Make a reading tortoise and a reading hare to hold the banner on each side.

  (See EXHIBIT A for design ideas.)

- Display books, poems, and post interesting facts about other slow and fast animals along with their pictures.

- Make words in the shapes of the tortoise and the hare to post around the Library.

  (See EXHIBIT B for patterns.)

- Make chain borders cut in the shapes of tortoises and hares.

  (See EXHIBIT C for patterns.)

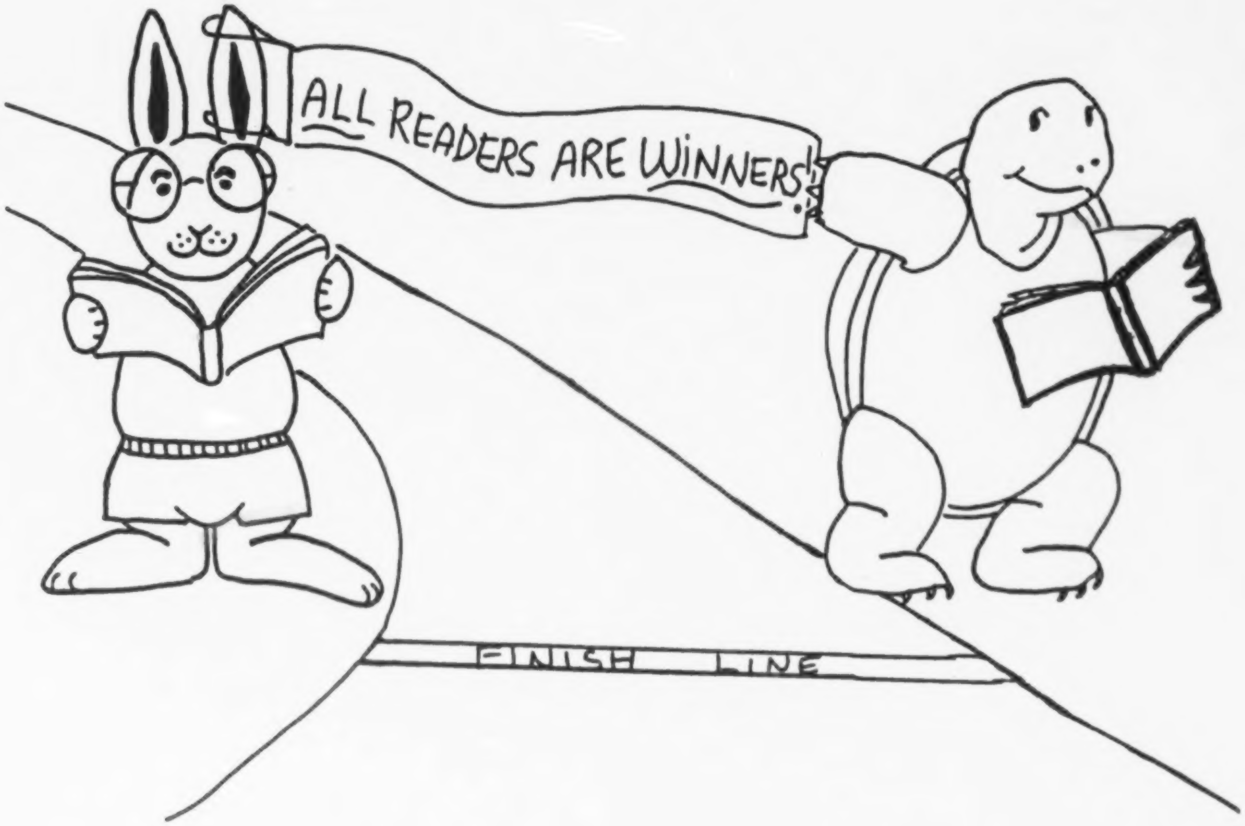
- Make tracks of tortoises and hares to decorate walls and windows.

  (See EXHIBIT D for patterns.)

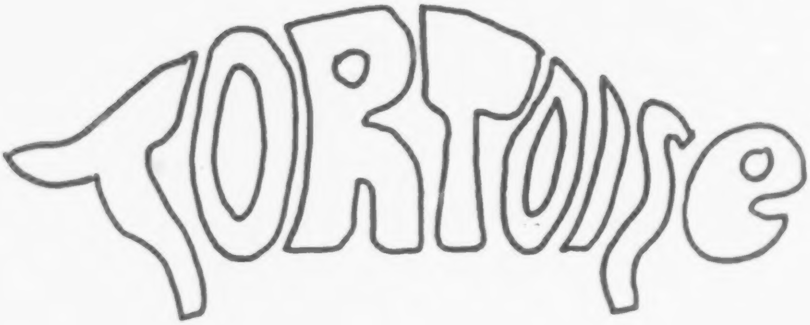
THE TORTOISE AND THE HARE

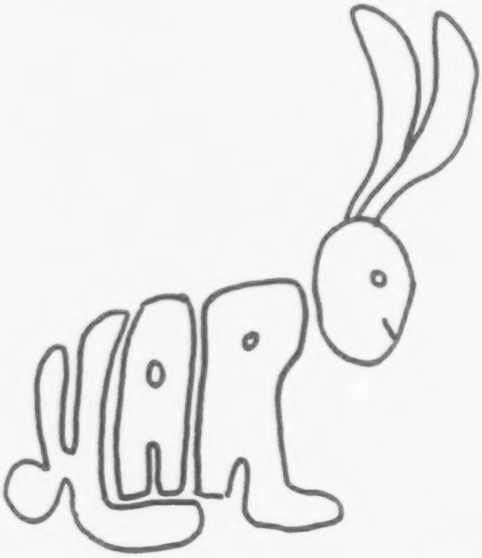
DECORATING THE LIBRARY

EXHIBIT A


ALL READERS ARE WINNERS!
FINISH LINE

THE TORTOISE AND THE HARE
DECORATING THE LIBRARY
EXHIBIT B





(Idea adapted from *The Incredible Dream Machine,"* Southe Carolina State Library, 1994.)

THE TORTOISE AND THE HARE

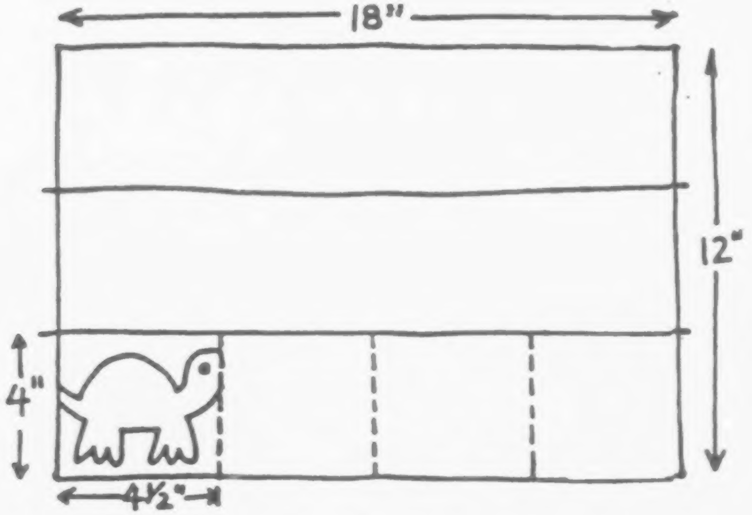
DECORATING THE LIBRARY

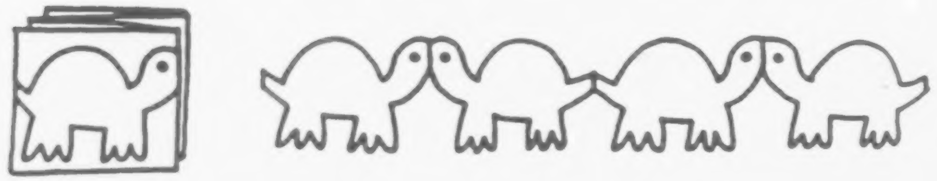
EXHIBIT C

TORTOISE AND HARE BORDERS

To create chain borders for bulletin boards or other places in your library:

- Cut a 12" x 18" sheet of appropriately colored construction paper into 3 strips of 4" x 18" each.
- Fold each strip in fourths, creating 4 rectangles of 4" x 4 1/2" in size.
- Trace tortoise (or hare) border pattern on folded strip aligning dotted lines on folds.
- Cut through all 4 thicknesses.





(Adapted from COPYCAT MAGAZINE, Sept./Oct., 1990.)

THE TORTOISE AND THE HARE

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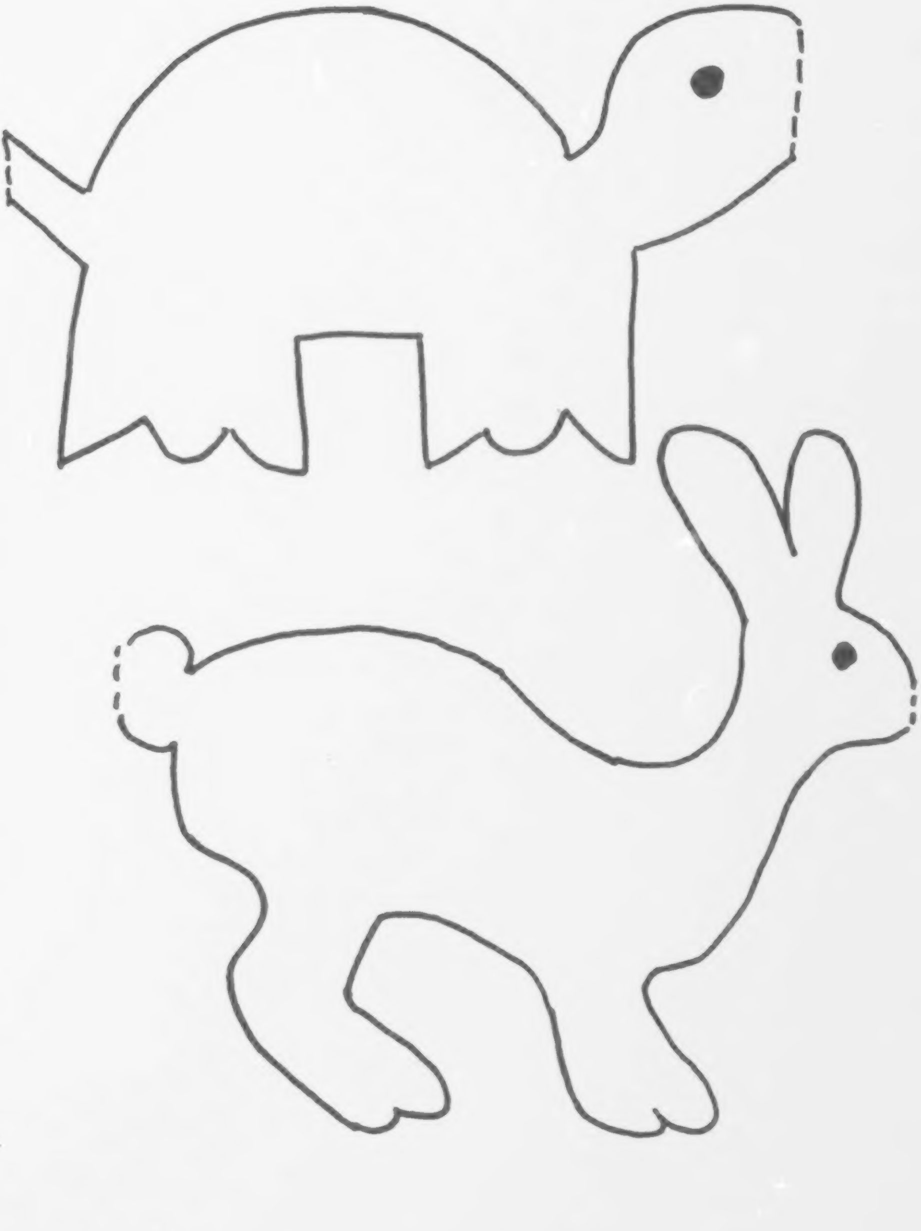


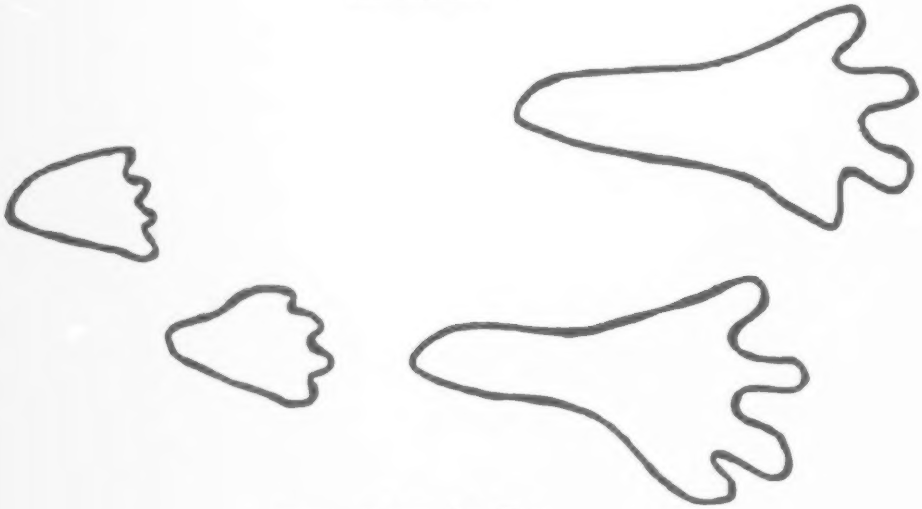
(Adapted from COPYCAT MAGAZINE, Sept./Oct., 1990.)

THE TORTOISE AND THE HARE

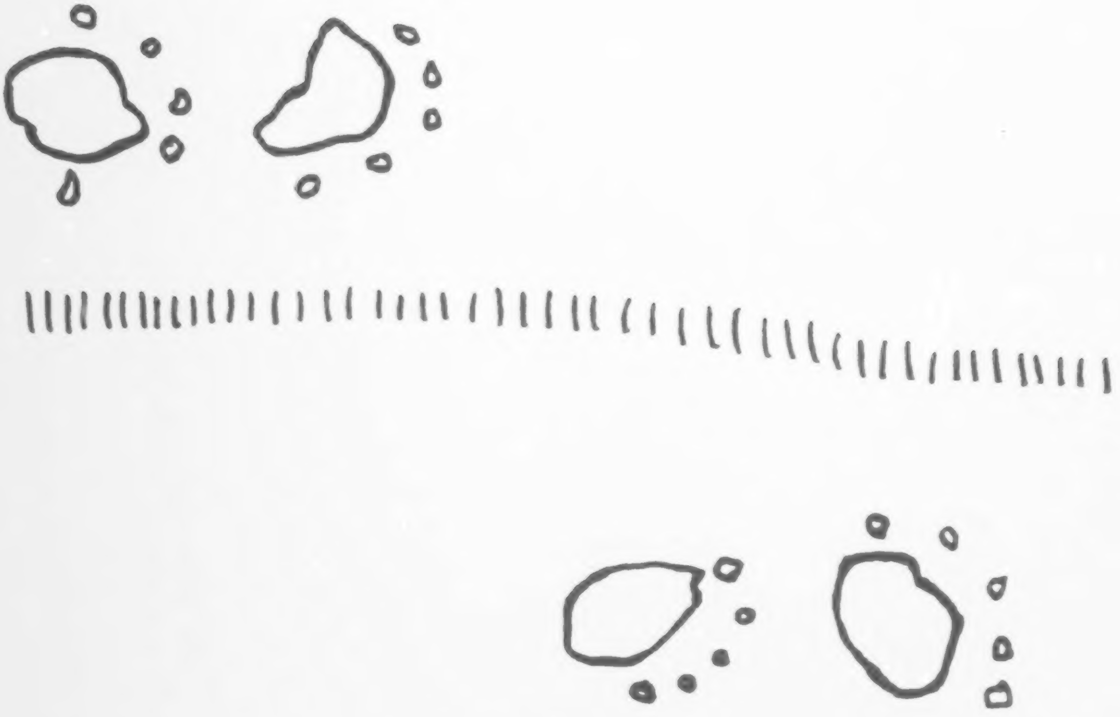
DECORATING THE LIBRARY

EXHIBIT D

HARE:



TORTOISE:

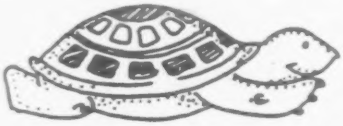


THE TORTOISE AND THE HARE

FINGERPLAYS

A LITTLE TURTLE

HERE IS A LITTLE TURTLE	(Make a fist with thumb extended)
IT LIVES IN A BOX.	(Cup other hand over fist to form a "shell.")
IT SWIMS IN A PUDDLE.	(Make swimming motions with hands)
IT CLIMBS ON THE ROCKS.	(Climb fingers of one hand over top of other hand)
IT SNAPS AT A MOSQUITO.	(Snap fingers)
IT SNAPS AT A FLEA.	(Snap fingers)
IT SNAPS AT A MINNOW.	(Snap Fingers)
IT SNAPS AT ME.	(Snap fingers, point to self)
IT CAUGHT THE MOSQUITO.	(Clap hands once)
IT CAUGHT THE FLEA.	(Clap hands once)
IT CAUGHT THE MINNOW,	(Clap hands once)
BUT IT DIDN'T CATCH ME!	(Shake head and finger "NO.")



(Adapted from a poem by Vachel Lindsay.)

THE TORTOISE AND THE HARE

FINGERPLAYS

HERE IS A BUNNY

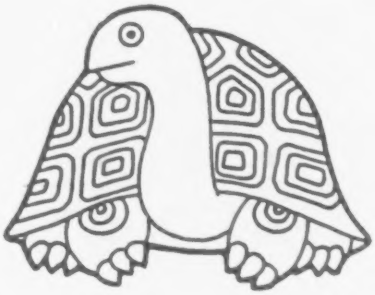
HERE IS A BUNNY WITH EARS SO FUNNY.
(Hands above head to make ears, flop wrists)
HERE IS ITS HOLE IN THE GROUND.
(Arms form a circle in front of body)
WHEN A NOISE IT HEARS,
(Clap hands)
IT PRICKS UP ITS EARS.
(Hands above head, held straight up)
AND JUMPS IN ITS HOLE IN THE GROUND.
(Hands with palms together, move forward and down.

STRETCHING ACTIVITY

I SAW A LITTLE RABBIT

I SAW A LITTLE RABBIT GO HOP, HOP, HOP.
(Hop in place)
I SAW ITS LONG EARS GO FLOP, FLOP, FLOP.
(Hands above head, flop wrists over and back)
I SAW ITS LITTLE EYES GO WINK, WINK, WINK.
(Blink eyes)
I SAW ITS LITTLE NOSE GO TWINK, TWINK, TWINK.
(Wriggle nose)
I SAID, "LITTLE RABBIT, WON'T YOU STAY?"
(Make beckoning motion)
IT LOOKED AT ME . . . AND HOPPED AWAY!
(Hop quickly)

(Both poems adapted from *Reading Is A Natural*, Montana State Library, 1994.))



THE TORTOISE AND THE HARE

CUT-OUT STORY

MATERIALS:

- Brown construction paper
- Scissors

T IS FOR TORTOISE

While Tommy was walking to school, he remembered he was supposed to bring something to class that starts with the letter T. (CUT FROM 1 TO 2)

"I bet I can find something along the way that begins with T. I'll look very carefully," Tommy thought to himself. The first Tommy saw was a stick.

"Stick? Does that start with a T sound?" "No," thought Tommy, "Stick starts with ST sound, but I'll keep it anyway. It's a great stick!" And he unzipped his bookbag and dropped the stick inside. (CUT FROM 2 TO 3)

As Tommy walked up a hill, he saw a marble laying in the grass. (CUT FROM 3 TO 4)

"What a terrific marble! Does marble start with a T? No, marble starts with an M, But I'll keep it any," thought Tommy. He unzipped his bookbag, dropped the marble inside, and hurried on to school.

As Tommy crossed the bridge, he saw a rock. (CUT FROM 4 TO 5)

"What a funny-looking brown rock! Hmmmm, wait a minute, this isn't a rock, but it is a terrific T word, so I'll take it to school." Ann Tommy unzipped his bookbag and dropped it inside. (CUT FROM 5 TO 6)

When it was Tommy's turn to show what he brought that began with a T, he said, "I have something terrific that starts with a T. It's brown and looks like a rock."

Tim guessed a potato. Does potato start with a T? No, but it's brown and looks like a rock.

All the children in Tommy's class tried to guess what he had brought. When no one could guess, Tommy finally pulled out his brown "T rock" and showed it to everyone. (CUT FROM 6 TO 7)

It slowly pushed out its head. (CUT FROM 7 TO 8) Now everyone could see that it wasn't a brown rock. It was a tortoise! (OPEN SHAPE OUT ON THE LAST WORD)

On his way home from school that day, Tommy put his bookbag down while he sat on the bridge to rest. The tortoise climbed out of Tommy's bookbag and crawled away to its home near the bridge.

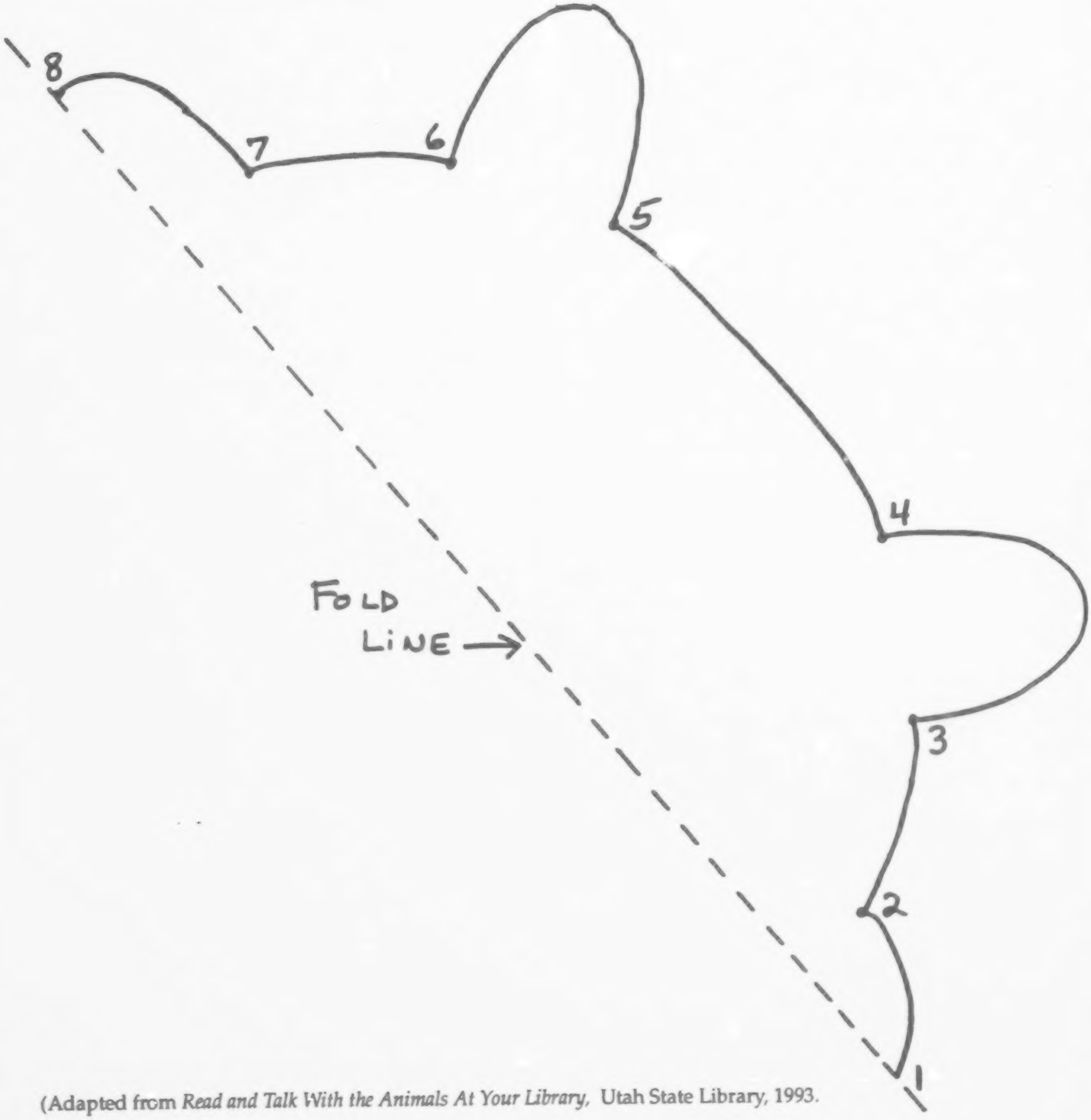
"Bye, Bye, tortoise. Thanks for coming to school with me today. You sure were a great T word!" called Tommy.

(Adapted from *Read and Talk With The Animals At Your Library,* Utah state library, 1993.)

THE TORTOISE AND THE HARE

CUT-OUT STORY

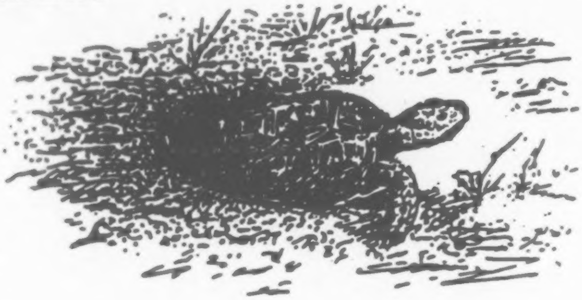
"T IS FOR TORTOISE" PATTERN:



(Adapted from *Read and Talk With the Animals At Your Library,* Utah State Library, 1993.

THE TORTOISE AND THE HARE

FINGERPLAYS



MY TURTLE

THIS IS MY TURTLE.
(Make fist)

HE LIVES IN A SHELL
(Extend thumb)

HE LIKES HIS HOME VERY WELL
(Hide thumb in fist)

HE POKES HIS HEAD OUT WHEN HE WANTS TO EAT.
(Extend thumb)

AND PULLS IT BACK WHEN HE WANTS TO SLEEP.
(Hide thumb in fist)

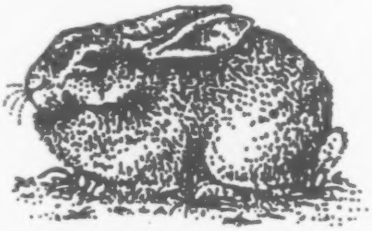
(Adapted from *Read and Talk With The Animals At Your Library,* Utah State Library, 1993.)

LITTLE RABBIT

SEE THE LITTLE RABBIT WITH ITS BIG LONG EARS.
(Hands above head to make ears)

IT STAYS SO VERY STILL, BUT I'M SURE IT HEARS.
FOR I SAY, "LITTLE RABBIT, STOP, STOP, STOP,"
BUT AWAY IT GOES, HOP, HOP, HOP.
Make hopping motion with hand)

(Adapted from *Five Little Frogs,* Tucson–Pima Library, 1994.)



THE TORTOISE AND THE HARE

CRAFTS

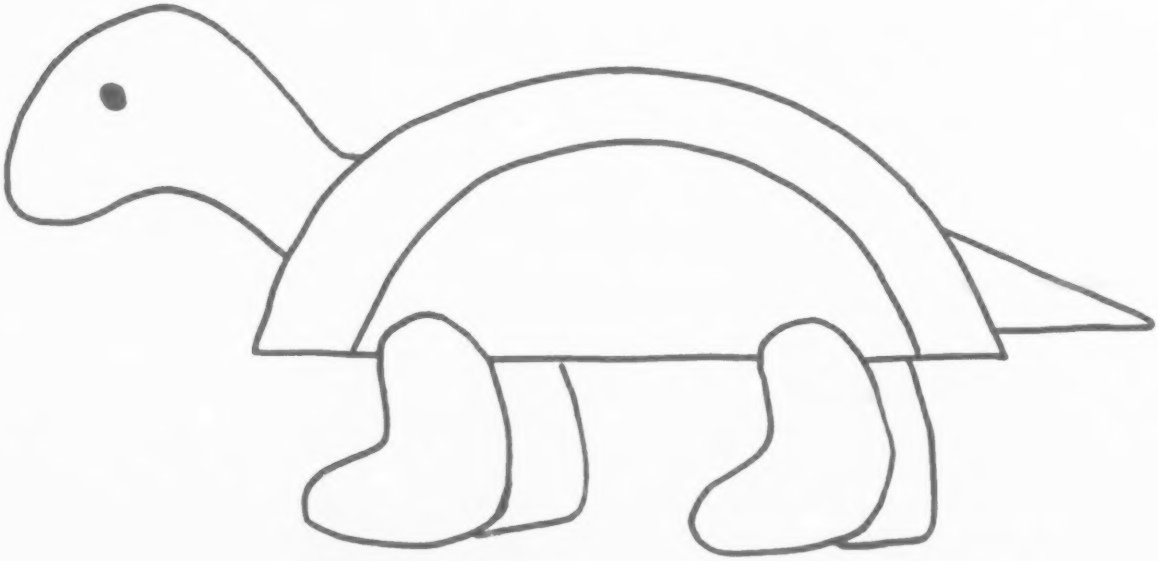
PAPER PLATE TORTOISES:

Materials:

- White paper plates
- Staplers
- Brown (or other colors) construction paper
  (Head, tail, and legs pieces already cut out)
- Crayons or washable markers

Directions:

- Have each child color a paper plate.
- Help each child fold the paper plate in half so that the decoration is on the outside.
- Help each child staple the head and tail pieces on the inside of the paper plate in the proper positions, one at each end.
- Help each child staple the legs on the outside of the paper plate in the prooper positions, two in front and two in back.

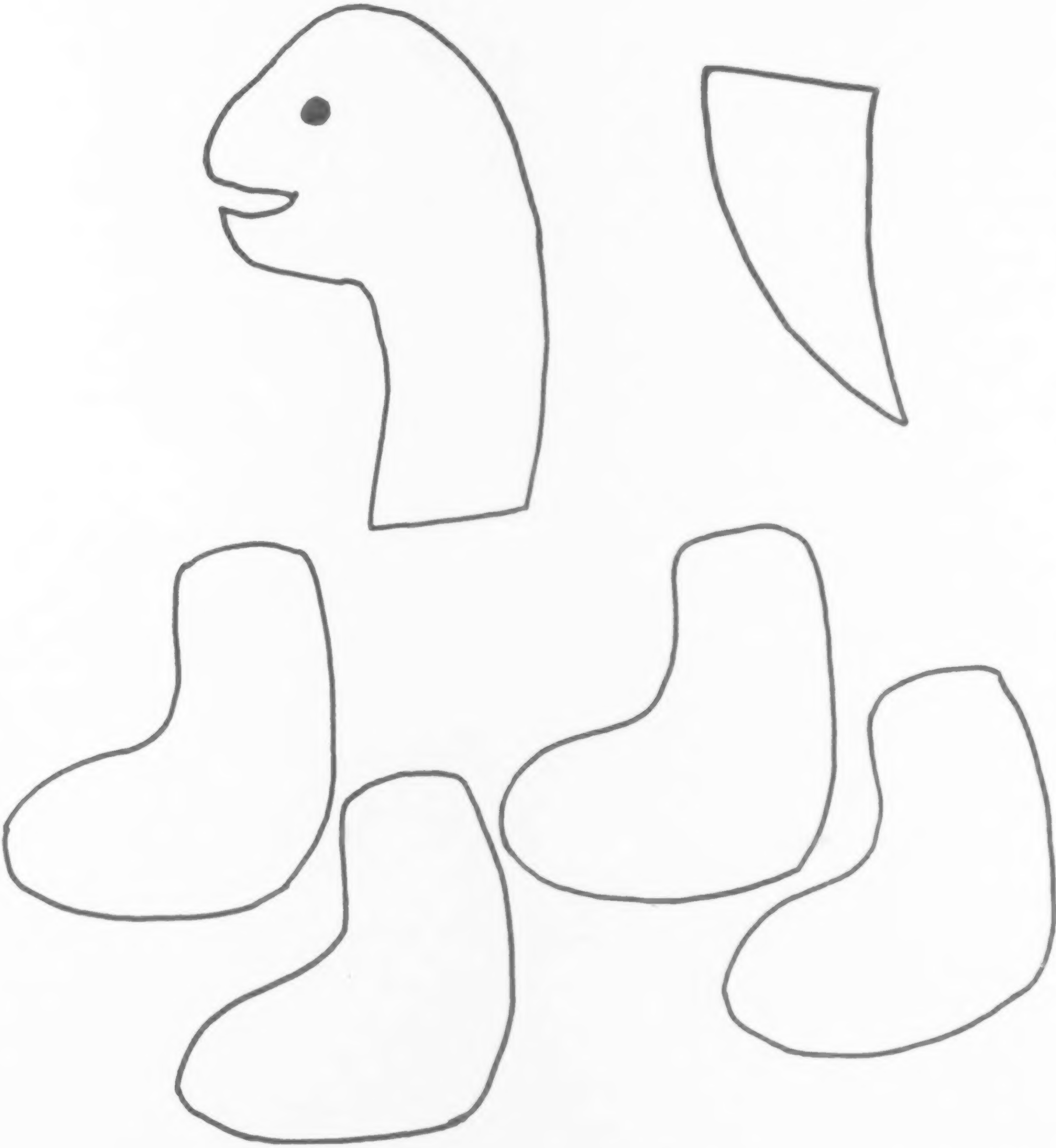


(Adapted from *Reading is Dino-Mite*, Virginia State Library, 1991.)

THE TORTOISE AND THE HARE

Crafts

PAPER PLATE TORTOISE PATTERNS:



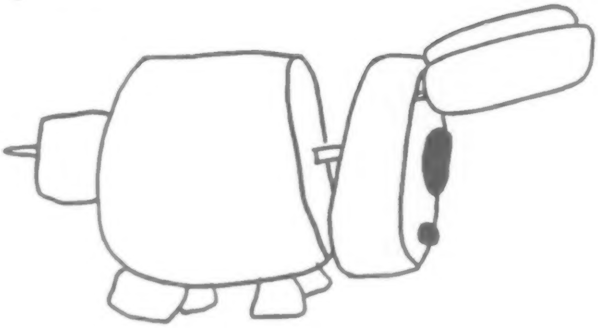
(Adapted from *Dinosaur Activity Manual*, Onslow County Public Library, Jacksonville, North Carolina, 1989.)

THE TORTOISE AND THE HARE

CRAFTS

MARSHMALLOW HARES:

Materials:
- Whole regular marshmallows
- Regular marshmallows cut in half
- Regular marshmallows cut lengthwise in quarters
- Miniature marshmallows
- Whole toothpicks
- Toothpicks broken in half
- Raisins
- Maraschino cherry pieces
- Tube of frosting



Directions:

- Use a regular marshallow for the body and a miniature marshmallow for the tail. Help each child poke a toothpick through the pieces to hold them together.
- Use half a marshmallow for the head. Help each child poke the toothpick (securing the body and head) through the head to hold it in place.
- Use quarter lengthwise marshmallows for ears. Help each child secure them with half size toothpicks.
- Use miniature marshmallows for the 4 feet. Have children attach them using frosting.
- Have children decorate the faces with raisins for eyes and maraschino cherry pieces for mouths. Use frosting to attach.

(Adapted from *Marshmallow Animals*, by Anne Woodbury Moore, FRIEND MAGAZINE, November, 1992.)

THE TORTOISE AND THE HARE BIBLIOGRAPHY

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Who's in Rabbit's House?
by Verna Aardema

Clever Turtle
by Roslyn Abisch

Turtle Tale
by Frank Asch

Humbug Rabbit
by Lorna Balian

The Tortoises' Picnic
(from CELEBRATIONS by Caroline Feller Bauer)

Devin and Goliath
by Mary Blount

All the Little Bunnies
by Elizabeth Bridgman

The Golden Egg Book
by Margaret Wise Brown

Miffy's Dream
by Dick Bruna

The Foolish Tortoise
by Richard Buckley

The Rabbit
by John Burningham

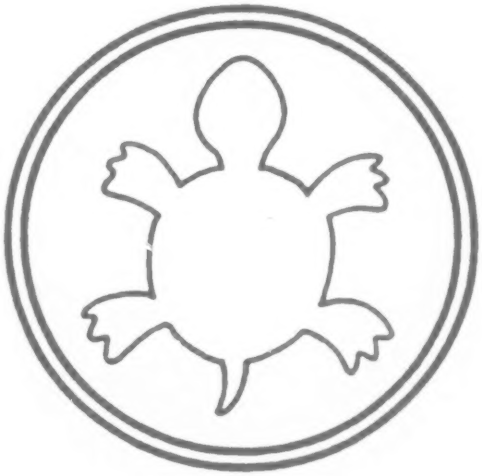
Morning, Rabbit, Morning
by Mary Caldwell

Baby Bunny For You
by Walter Chandoha

Turtle
by Bety Sue Cummings

The Hare and the Tortoise
By Jean de la Fontaine

Turtle Day
by Douglas Florian



Turtle Pond
by Berniece Freschet

The Turtle and the Monkey
by Paul Galdone

Box Turtle At Long Pond
by William T. George

Thomas the Tortoise
by Jeffrey Graham

Tricky Tortoise
by Mwenye Hadithi

Where Is It?
by Tana Hoban

How Jackrabbit Got His Very Long Ears
by Heather Irbinskas

Old Jake's Lucky Day
by Anatoly Ivanov

The Brave Little Bunny
by Linda Jennings

Let's Make Rabbits
by Leo Lionni

The Tortoise and the Jackrabbit
by Susan Lowell

Theodore Turtle
by Ellen MacGregor

I Wish I Could Fly
by Ron Maris

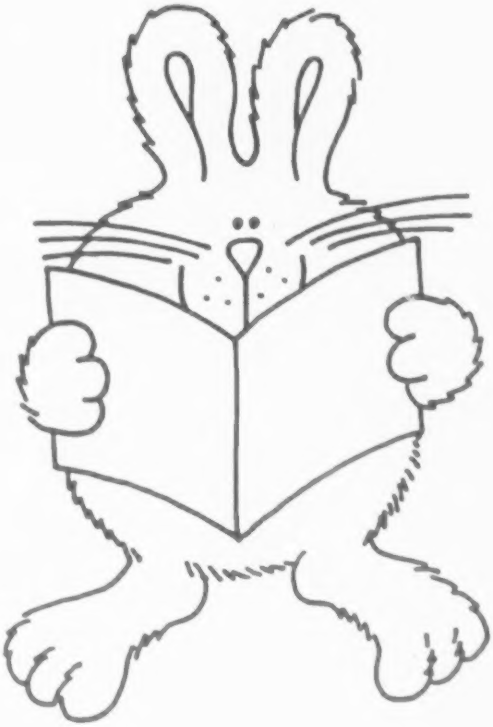
No, No Natalie
by Grace E. Moreman

Marshmallow
by Clare Turlay Newberry

I Am A Bunny
by Ole Risom

Let's Get Turtles
by Millicent Ellis Selsam

Yertle the Turtle and Other Stories
by Dr. Seuss



My Bunny Feels Soft
by Charlotte Steiner

In the Middle of the Puddle
by Mike Thaler

Max's New Suit
by Rosemary Wells

The Tale of the Very Little Tortoise
by Dorothy Whipple

A Starlit Somersault Downhill
by Nancy Willard

One Tortoise Ten Wallabies: A Wildlife Counting Book
by Jakki Wood

Mr. Rabbit and the Lovely Present
by Charlotte Zolotow

NON-FICTION:

The T. F. H. Book of Pet Rabbits
by Bob Bennett

Summer Coat, Winter Coat: The Story of a Snowshoe Hare
by Doe Boyle

The World of Rabbits
by Jennifer Coldrey

Turtles
by the Cousteau Society

The Life of a Rabbit
by Jan Feder

Cottontails: Little Rabbits of Field and Forest
by Ron Fisher

Turtles Take Their Time
by Allan Fowler

Rabbits
by Fiona Henrie

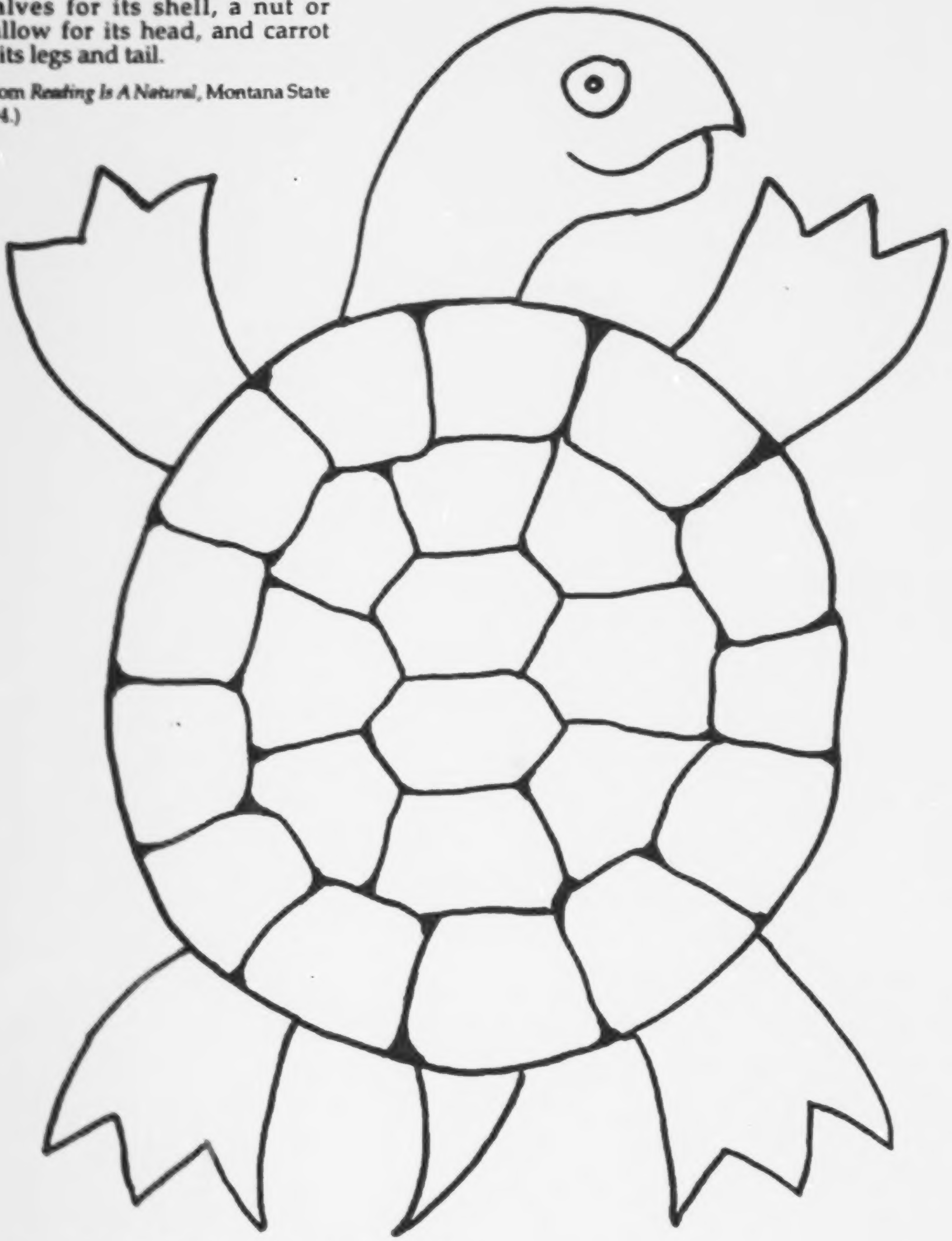
Turtle's Day
by Dwight Kuhn

Taking Care of Your Rabbit
by Joyce Pope

TORTOISE COLORING SHEET
A Take-home Activity

MOCK TORTOISE SALAD RECIPE:
Make a "tortoise" salad for lunch using peach halves for its shell, a nut or marshmallow for its head, and carrot sticks for its legs and tail.

(Adapted from *Reading Is A Natural*, Montana State Library, 1994.)



(Adapted from *Copycat Magazine*, September/October, 1990.)

MARSHMALLOW TORTOISES

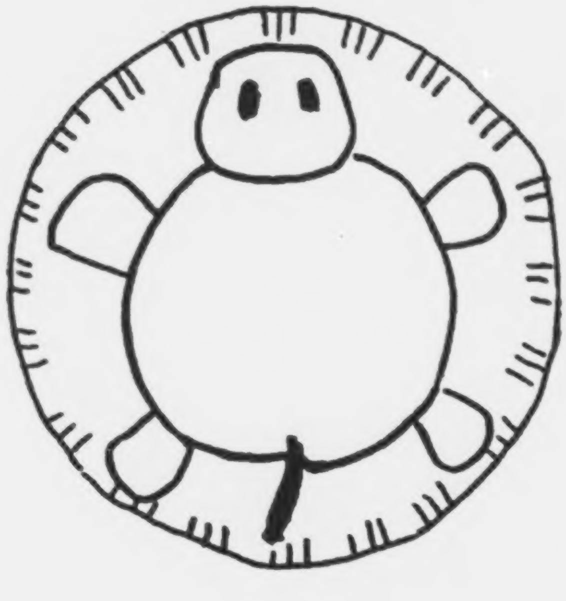
A Take-home Activity Sheet

Materials:

- Whole marshallow
- 4 miniature marshmallows
- Apple (cored and cut in half)
- White corn syrup
- Licorice lace
- Desert-sized paper plate

Directions:

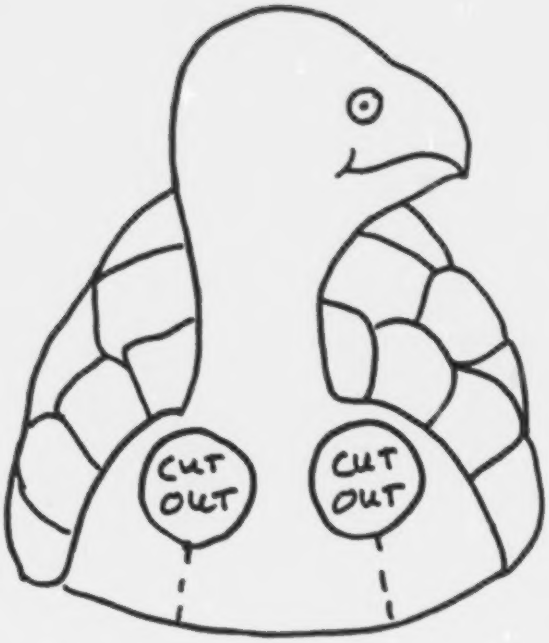
- Have child place apple half (skin side up) on dessert-sized paper plate.
- Dab 4 miniature marshmallows with white corn syrup for extra sticking power. Press marshmallows into place for the legs.
- Dab large marshallow and press in place for the head.
- Push a 1-inch strip of licorice lace into the apple for a tail.
- Use 2 tiny pieces of licorice lace for eyes.

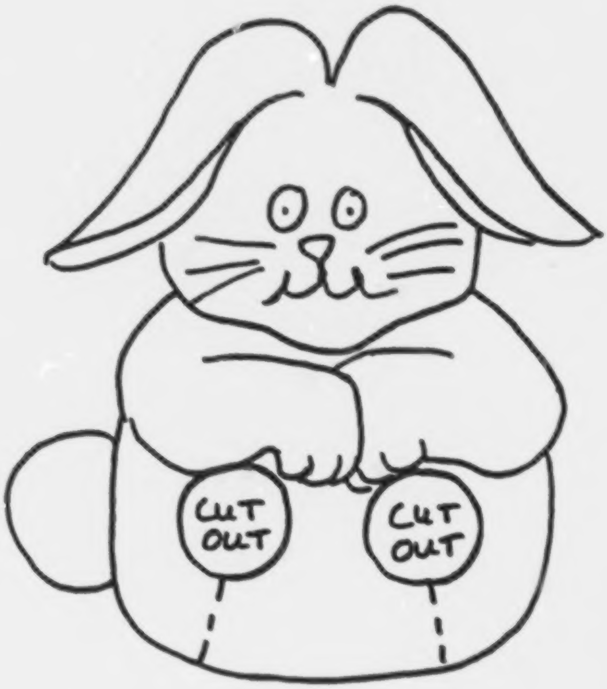


(Adapted from COPYCAT MAGAZINE, Sept./Oct., 1990.)

TORTOISE AND HARE FINGER PUPPET PATTERNS

A Take-home Activity Sheet


CUT OUT
CUT OUT


CUT OUT
CUT OUT

(Adapted from COPYCAT MAGAZINE, Sept./Oct., 1990.)

PAPER PLATE HARE EARS

A Take-home Activity Sheet

Materials:

- Paper plate
- Scissors
- Stapler
- String or ribbon
- Optional: Crayons, etc.

Directions:

- Cut a curved quarter section from the paper plate (as shown).
- Fold the ears forward along the line between the second cuts.
- Staple the ends of the plate together to form the cap.
- Attach string or ribbon to be tied under child's chin.
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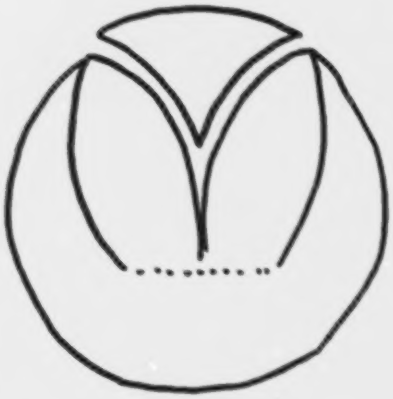
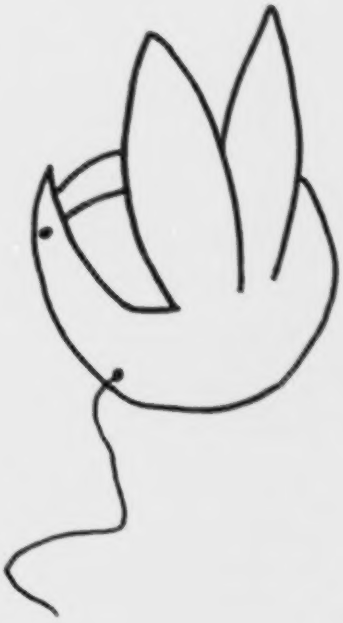
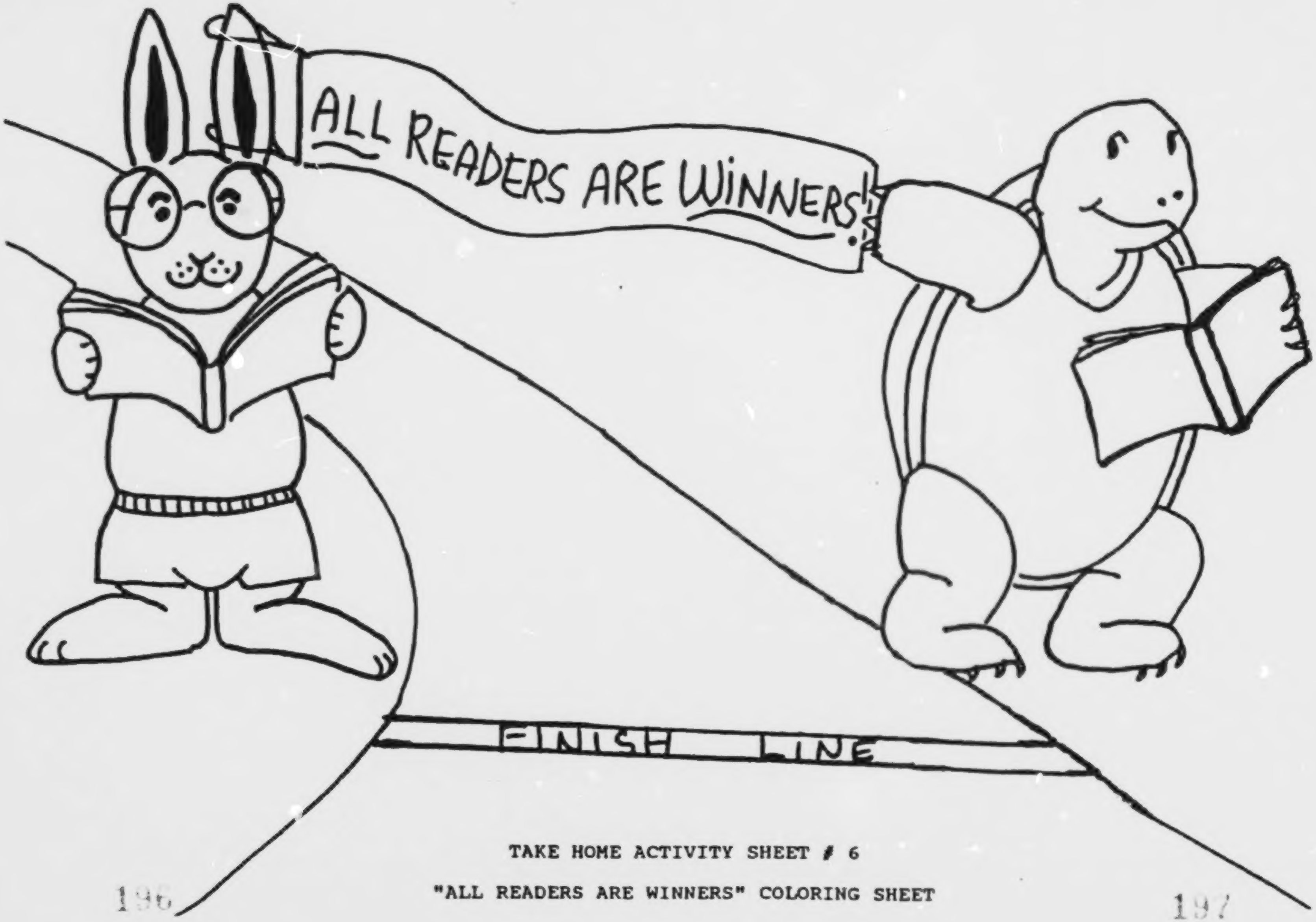




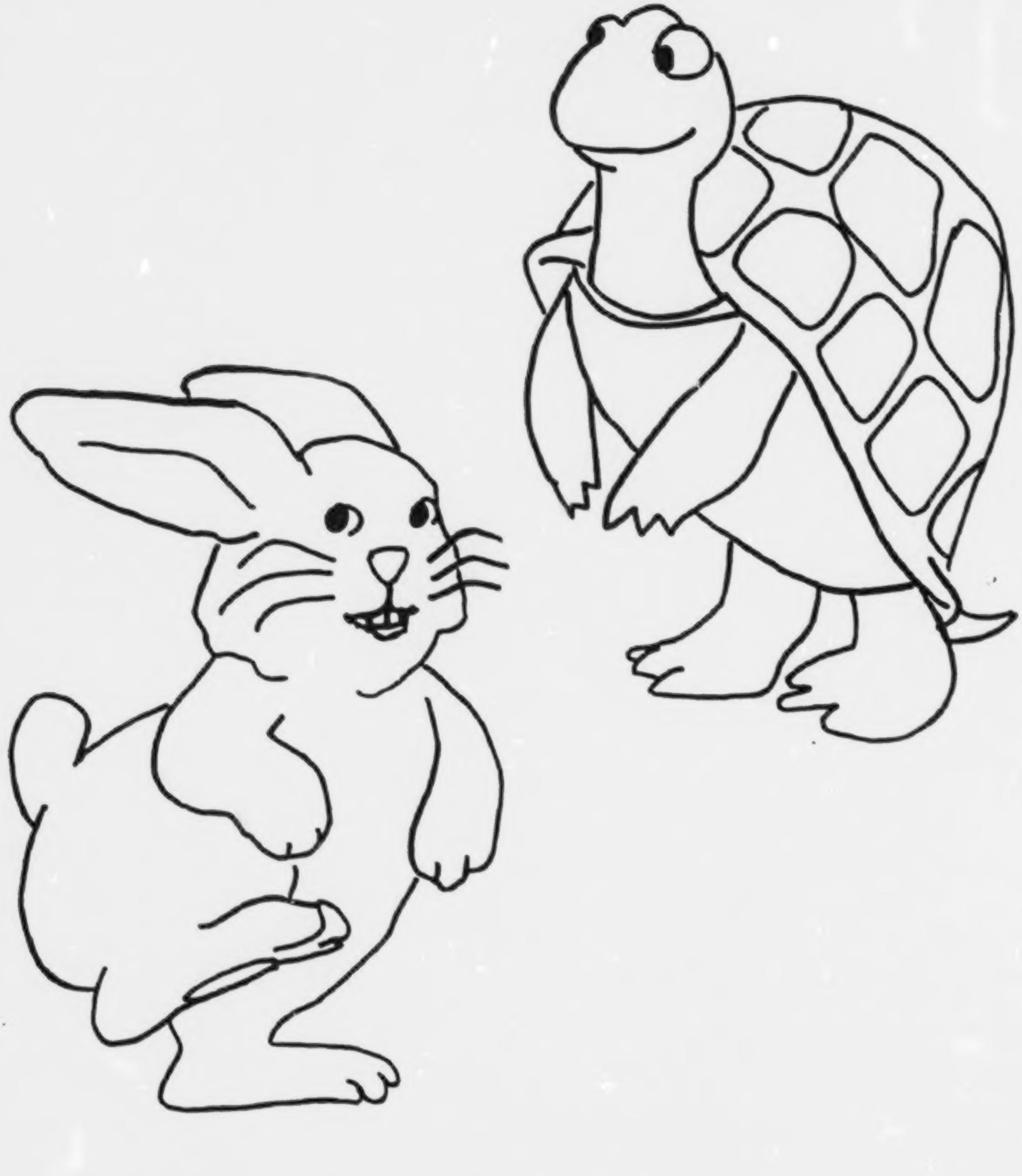
Adapted from *Reading Is A Natural*, Montana State Library, 1994.)


ALL READERS ARE WINNERS!
FINISH LINE

TAKE HOME ACTIVITY SHEET # 6

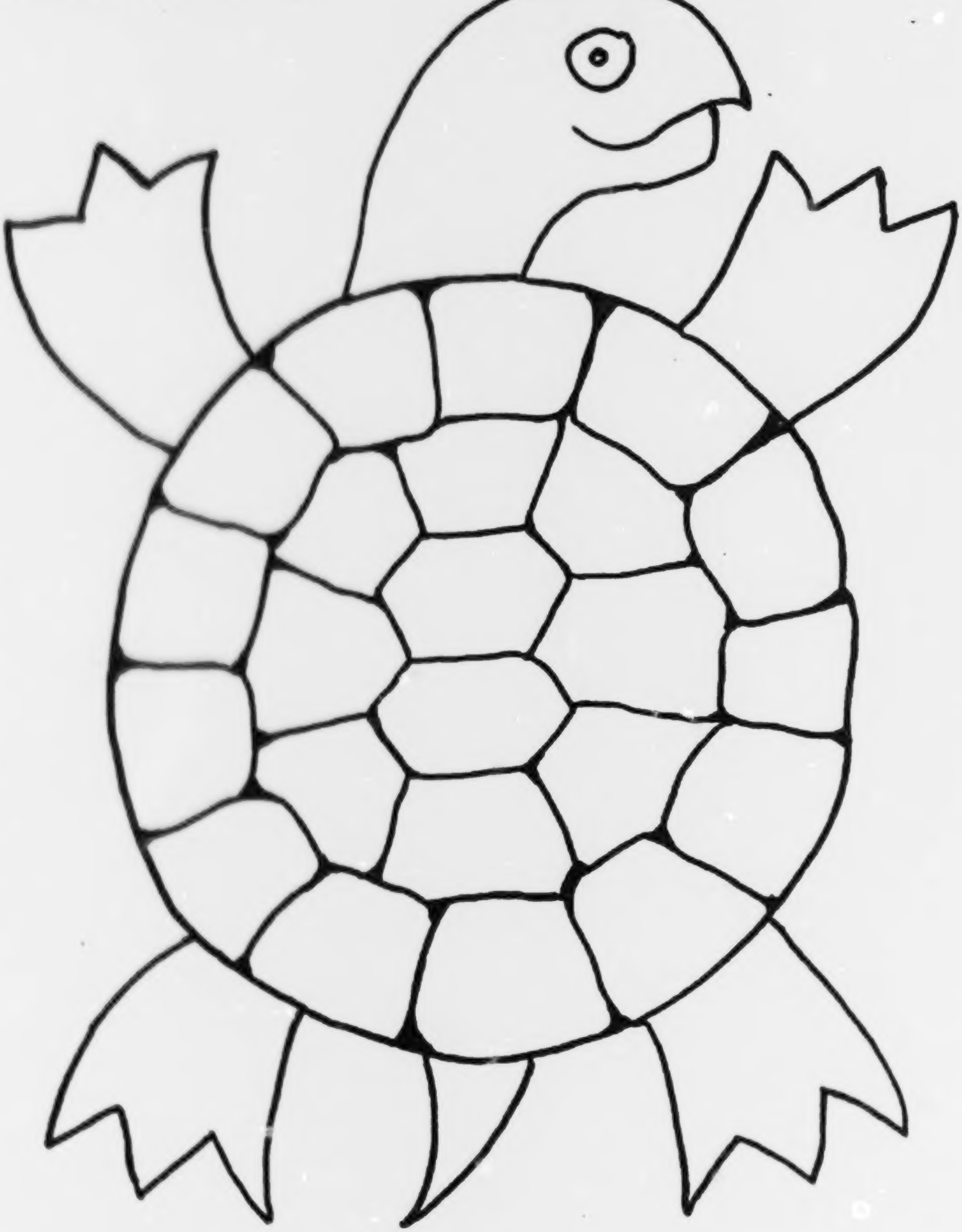
"ALL READERS ARE WINNERS" COLORING SHEET

TORTOISE AND HARE COLORING SHEET:



(Adapted from *Read and Talk with the Animals at Your Library*, Utah State Library, 1993.)

TORTOISE COLORING SHEET:



(Adapted from *Read and Talk with the Animals at your Library*, Utah State Library, 1993.)

AMAZING ANIMAL OLYMPIANS

Preschool – Grade 1

Display Idea

BULLETIN BOARD: JUMPING JACK MONKEYS

Materials Needed:	Light brown oak tag or construction paper Paper fasteners (5 per monkey) Hole punch String Black felt-tip marker Parcel tape Bead Scissors

Procedure:

1. Trace the shapes of each monkey's body onto the oak tag or construction paper. Cut them out.

2. Draw each monkey's face with the felt-tip pen. If possible, laminate the pieces to make them stronger.

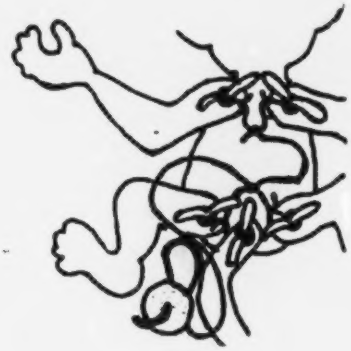
3. Punch holes in the body pieces, as marked on pattern. Fit the pieces together with the paper fasteners, making sure each leg and arm piece can move freely.

4. Join the arms and legs together at the back with string. Then, with the arms and legs in the outstretched position, link the two strings with another piece of string, as shown. Leave a length of string hanging down at the front and tie a bead at the end.

5. Attach a string loop to the back of the head with parcel tape.

6. Decorate the bulletin board with a rainforest/jungle scene, including limbs from which the monkeys can hang.

7. Attach the monkeys to the tree limbs with the string loops. If the pull strings are long enough, the children can make the athletic monkeys "jump" in their rainforest home.[1]



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[1] idea adapted by Louisa Aikin from: Morris, Ting. *Animals*. New York: Watts, 1993.

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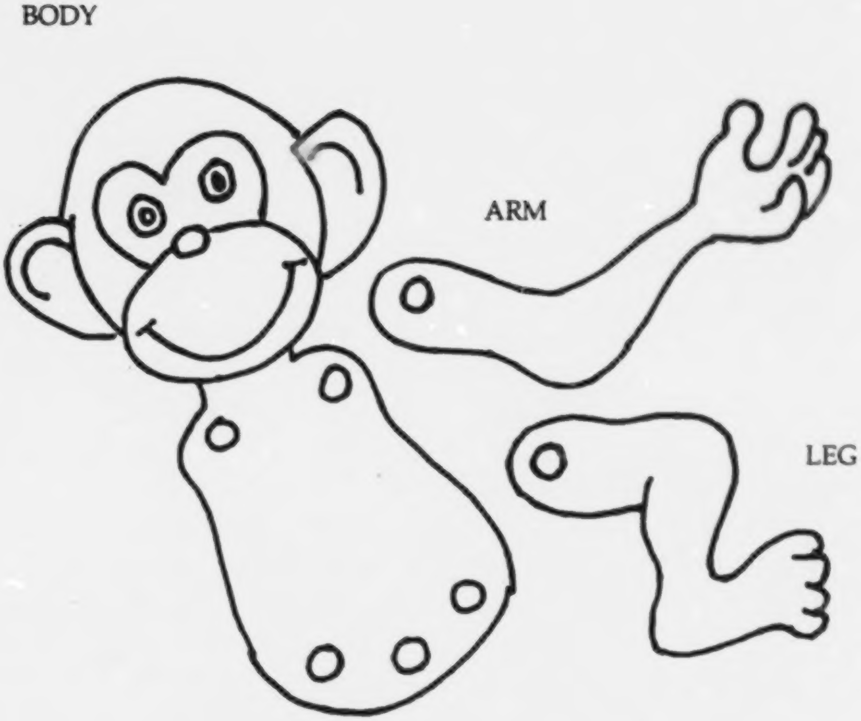
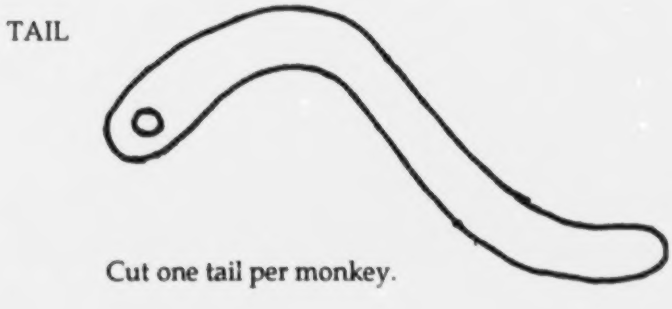
PATTERN FOR JUMPING JACK MONKEY


BODY
ARM
LEG

Cut one body and two arms and legs per monkey.



Cut one tail per monkey.

AMAZING ANIMAL OLYMPIANS

Preschool - Grade 1

Books

The following books are recommended:

Brown, Marc Tolon. *D.W. Flips!*
D.W., a young anteater, discovers that lots of practice eventually helps her master the new routine in her gymnastics class.

Calhoun, Mary. *Cross-Country Cat.*
When he becomes lost in the mountains, a cat, with the unusual ability of walking on two legs finds his way home on cross country skis.

Carlson, Nancy L. *Bunnies and their Sports.*
Reveals bunnies involved in jogging, swimming and exercising at the gym.

Carlson, Nancy L. *Louanne Pig in Making the Team.*
Though she plans to try out for cheerleading, Louanne Pig helps her friend Arnie try out for football, with surprising results.

Isenberg, Barbara. *The Adventures of Albert, the Running Bear.*
Following his escape from the zoo, Albert Bear encounters a series of mishaps and finally finds himself running in a marathon.

Kessler, Leonard P. *Old Turtle's Winter Games.*
A group of animals organize winter games, and compete in events such as sled races, skating, skiing and ice hockey.

Kessler, Leonard P. *On Your Mark, Get Set, Go! The First All-Animal Olympics*
Everyone gets to participate in the first All-Animal Olympics except Worm but he keeps training anyway.

Lowell, Susan. *The Tortoise and the Jackrabbit.*
Many of the animals that live in the southwestern desert witness the race between slow but steady Tortoise and the quick, overconfident Jackrabbit.

Oechsli, Kelly. *Mice at Bat.*
When the human baseball game is over, two teams of mice take over the ballpark to play their own championship ball game.

Pilkey, Dav. *The Moonglow Roll-O-Rama.*
At night when the light of the moon is aglow, animals skate at a magical roller rink.

Rey, H.A. *Curious George Rides a Bike.*
The adventures of a little monkey who is given a bicycle by his friend, the man in the yellow hat.

Sierra, Judy. *The Elephant's Wrestling Match.*
Of all the animals challenged by the mighty elephant, only a tiny bat is able to defeat him in a battle of wits.

Stadler, John. *Hooray for Snail!*
Slow Snail hits the ball so hard during a baseball game that it flies to the moon and back. Will Snail have enough time to slide in for a home run?

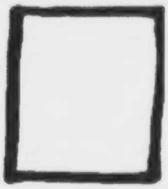
Stevenson, James. *The Mud Flat Olympics.*
Animal athletes test their prowess in some unusual competitions.

Suteev, Vladimir. *The Chick and the Duckling.*
Hatched at the same time, the chick does fine imitating the duckling until the latter goes for a swim.

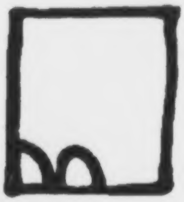
DRAW-AND-TELL STORY: TIKI AND BUKO

This is the story of two animals and a big race. Tiki's fondest wish was to be a strong and tireless runner. Buko's fondest wish was to be able to see things clearly – so he didn't keep running into rocks and trees. And it is because of those two wishes that you will always see Tiki and Buko together today.

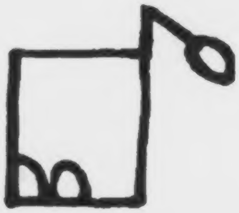
When this story began, Buko lived on Norodo Farm. [*Here* ...]



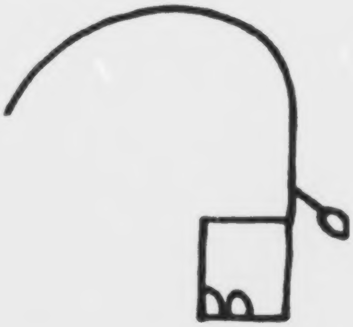
One day he was running along, practicing for the big race, and BONK! – he ran into a rock. A few minutes later – BONK! – he ran into another rock. He decided then and there that he had finally run into one rock too many. He would go to the city and get himself some eyeglasses.



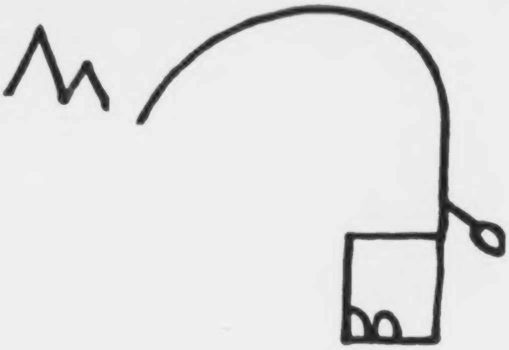
Early the next morning, he caught the train and started off on his journey. Mr. and Mrs. Whirtle flagged the train a short time later and the train stopped to pick them up.



Buko was happy to have company, because it was a very long trip.

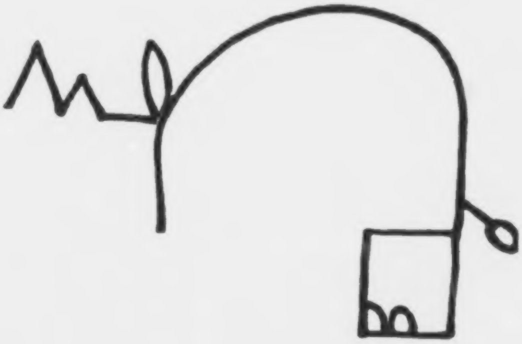


Meanwhile, Tiki who lived in the mountains [*here* ...], was saying to herself; "It is all very fine to wish to be the strongest and steadiest runner, but, if I really mean to be one, I will have to go into training. I will go to the city and learn the exercises that will make me strong for the big race."



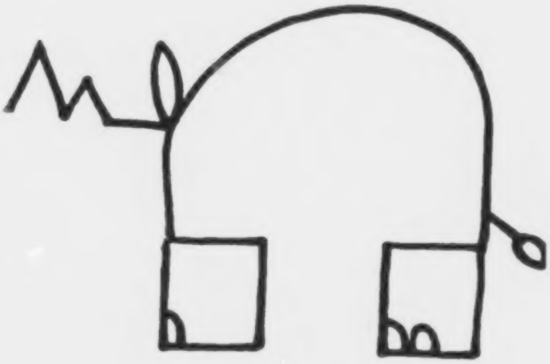
So she left her home in the mountains, trekked across the plain, and made herself comfortable in a tall tree near the tracks to wait for the train.

With Tiki on board, the train continued to the city.

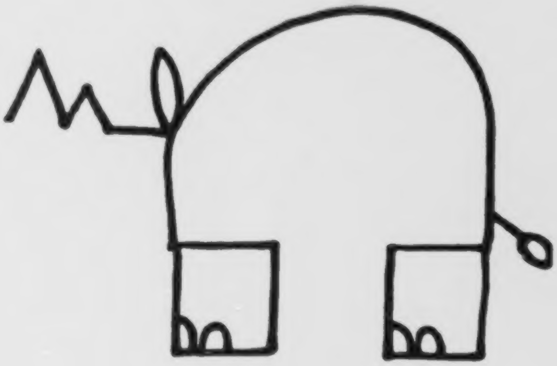


Buko got off the train as soon as it stopped and went straight to a tall building in the middle of the city. He went in one door [*here*] and took the elevator to the sixth floor where the optometrist, or eye doctor, had his office.

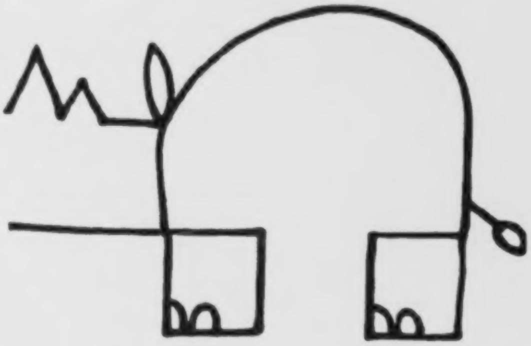
The optometrist quickly learned that Buko did need glasses and offered to sell him a pair for one hundred dollars. Unhappily, Buko had no money – not even enough to take the train back to his home on Noroda Farm. He left the office building and sat in the park wondering what he should do next.



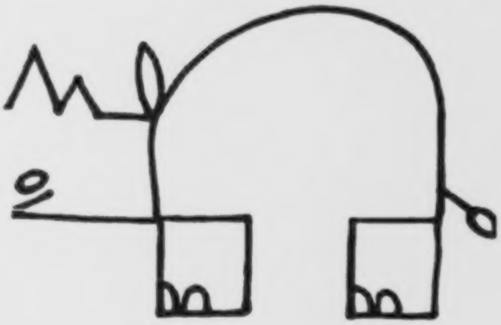
Meanwhile, Tiki had gone to the same office building. She had gone in another door [*here*] and had taken the elevator to the ninth floor to see the director of the local gym. The director told her – none too politely – that she was much too small and fragile to lift weights with the other animals in the class. And she had no money left, so she couldn't pay for private lessons.



As Buko sat in the park thinking, Tiki set off to walk back to the mountains. She had no money left to pay for a train ride back home to the mountains.

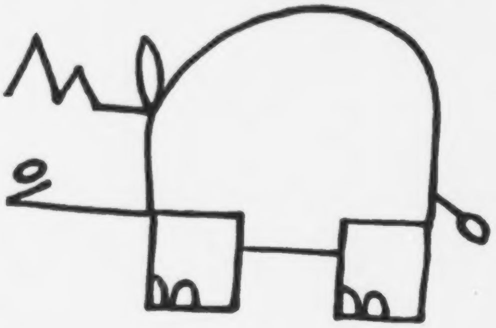


When night fell, Tiki found herself near a small lake. She turned off the main road to look for a place to sleep on the shores of the lake.



When night fell, Mr. and Mrs. Whirtle found Buko in the park. They listened to his sad story and drew him a map showing him how he could travel cross-country, back to the farm.

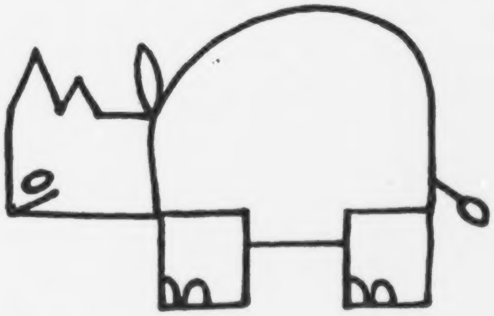
Buko set off at once, but, because of his poor eyesight, he became confused and ended up following in Tiki's footsteps on the road that led to the mountains.



Buko thundered along at a brisk run, determined to be home by morning.

Just as the sun was coming up, he heard a small voice cry out: "Stop! Stop! You'll run over me!" Buko couldn't see who was calling, but he stopped instantly – that close to Tiki.

Poor Tiki, who was just waking up, was very frightened. When Buko realized what had happened, he offered to make up by giving Tiki a ride home. With Tiki riding and Buko thundering along like a locomotive, they headed north toward the mountain.



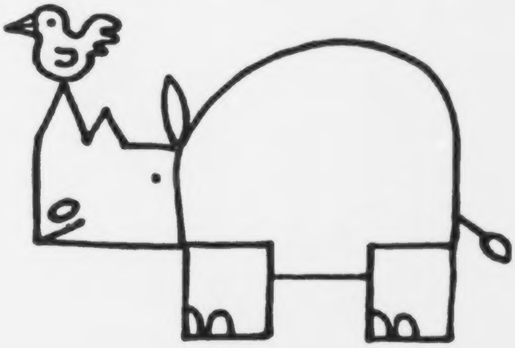
"You know, Buko," said Tiki some time later, "riding up here is very much like being able to run and run and never get tired."

"And with you up there saying Go right! Go left! – " said Buko, "I haven't run into a rock or tree all morning."

They both agreed that it was a very good arrangement and that they would become partners for the next big race at Norodo Farm.

So, if you are ever in Africa and you spot a tiny bird riding on the horn of a nearsighted rhinocerous . . .

... it is very likely Tiki and Buko that you are seeing. They are busy practicing for the next big race![2]



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[2] Story adapted by Louisa Aikin from Thompson, Richard. *Frog's Riddle & Other Draw-and-Tell Stories*. Toronto, Ontario: Annick Press Ltd., 1990.

POEM: "SOMERSAULTS"

Materials needed: none

Directions:
Read the poem aloud to the children, encouraging them to listen carefully to all of the actions animals are doing in the poem. After the first reading, review all of the actions. Read the poem again, pausing after each animal is named – monkey, worm, eel, seal, frog and flea. Ask the children how they think these animals move. Have the children stand in a circle. Call out an animal's name and have the children act out how that animal moves. Encourage the children to be creative.

"Somersaults"
by Jack Prelutsky

It's fun turning somersaults
and bouncing on the bed,
I walk on my hands
and stand on my head.

I swing like a monkey
and I tumble and shake,
I stretch and I bend,
but I never break.

I wiggle like a worm
and I wriggle like an eel,
I hop like a rabbit
and I flop like a seal.

I leap like a frog
and I jump like a flea,
there must be rubber
inside of me.[3]

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[3] from: Adams, Phylliss J. *Pathways to Poetry.* Carthage, IL: Fearon Teacher Aids, 1994.

ACTIVITY: *WALKING THROUGH THE JUNGLE*

Materials needed: none

Directions: Make a circle, tiptoe around following each other and chanting:

Walking through the jungle
What did I see?
A big green crocodile
Was snapping at me!

Turn around and snap with your arms at the person behind you. Repeat this as many times as you like, changing animals each time. You might see "a long green snake was hissing at me," "A big brown bear was growling at me."

I end with a lighter note such as "A little tiny bird was singing just for me," or "a little brown monkey was chattering at me." [4]

SONG: *ONE ELEPHANT*

Materials needed: masking tape (for a variation on the song)

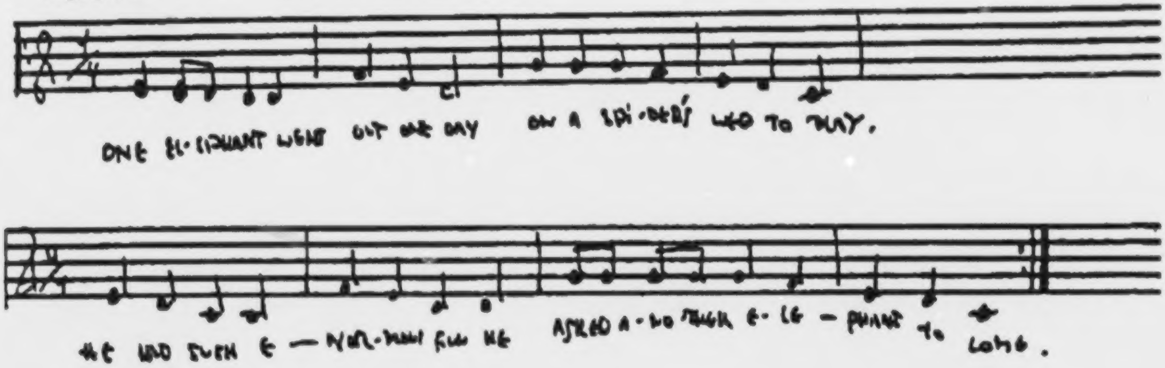
Directions: Form a circle. One elephant child goes to the middle and chooses another to join after the song. Each can then choose another until only parents are left as the circle.

One elephant went out to play
On a spider's web one day.
He had such enormous fun,
He asked another elephant to come.

Or, put a piece of masking tape on the floor and have children walk the tightrope as you sing:

One elephant balancing,
Step by step on a piece of string.
He had such enormous fun,
He asked another elephant to come.[4]

PROGRAM #73. ONE ELEPHANT.


ONE EL-EPHANT WENT OUT ONE DAY ON A SPI-DER'S WEB TO PLAY.
HE HAD SUCH E — NOR-MOUS FUN HE ASKED A-NO-THER E-LE — PHANT TO COME.

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[4] from: MacDonald, Margaret Read. *Booksharing: 101 Programs to Use With Preschoolers.* Hamden, CT: Library Professional Publications, 1988.

ACTIVITY: ANIMAL OLYMPIANS FLANNEL BOARD GUESSING GAME

Materials needed: Flannel board
Felt cutouts (patterns follow)

Directions: Use patterns to cut out animal shapes. Place animals on the flannel board. Tell the children that each of them is a "superstar" in the animal world. Ask the children to identify each animal; supply names for any they don't recognize. Explain that this is a guessing game. You will tell something about each animal, the children will guess which animal matches your description.

For the giraffe: This animal Olympian is the tallest animal in the world. It can be 6 feet tall when it is born.

For the ant: This animal Olympian is the strongest weight-lifter in the animal world. It can lift something 50 times its body weight and carry it around in its mouth.

For the shark: This animal Olympian is the animal world's most powerful biter. While a human bite has up to 250 lbs. of pressure per square inch, this champion's bite has nearly 8,000 lbs. of pressure per square inch.

For the kangaroo: This animal Olympian is a champion jumper. It can easily hop over a 6-foot fence and can jump nearly 30 feet in a single bound.

For the cheetah: This animal Olympian is the sprinting champion of the animal world. It can run 71.6 miles per hour for the 100 yard dash.

For the whale: This animal Olympian wins the medal for breath-holding. It can hold its breath for an hour while swimming underwater.

For the camel: This animal Olympian is a champion water drinker. It can drink over thirty gallons of water in 10 minutes and can go for many days before it needs water again.

If the children have difficulty with making choices, add "hints," such as "this animal lives in the desert," for the camel, etc.

Variation: The felt animals can also be used in a "What's Missing?" guessing game. To play, show all of the animals on the flannel board, asking the children to identify each one. Ask the children to close or cover their eyes; remove one animal. Then ask the children to look at the board and tell you which animal is missing.[5]

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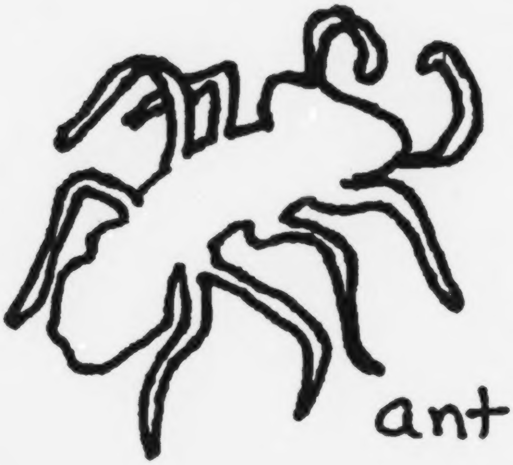
[5] developed by Louisa Aikin, using information from: Maynard, Thane. *Animal Olympians: The Fastest, Strongest, Toughest, and Other Wildlife Champions.* New York: Watts, 1994.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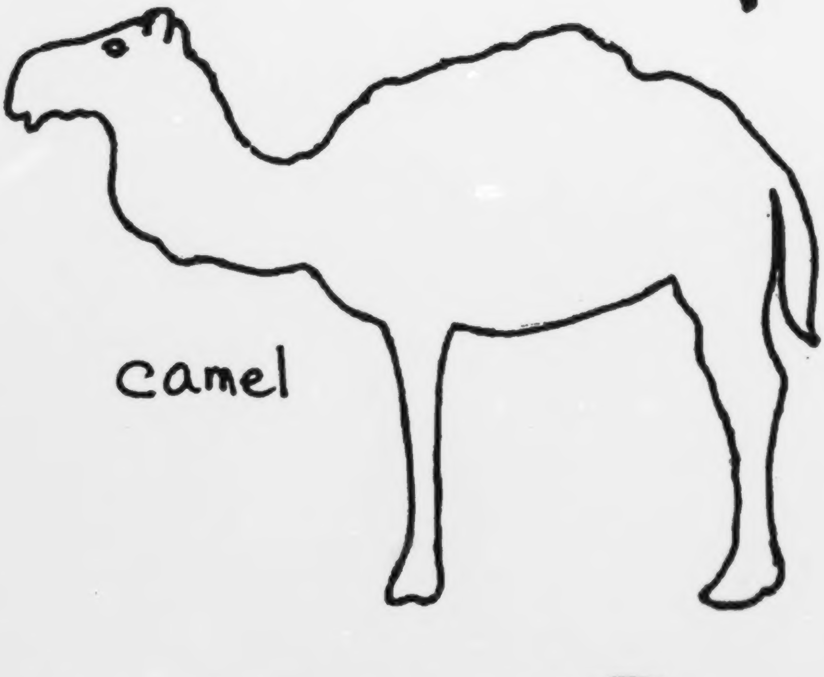
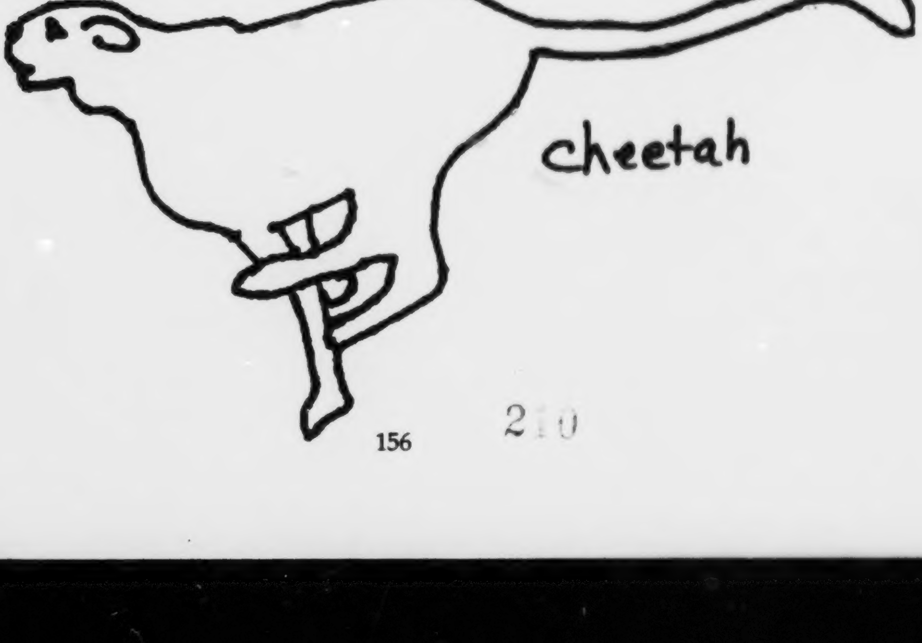
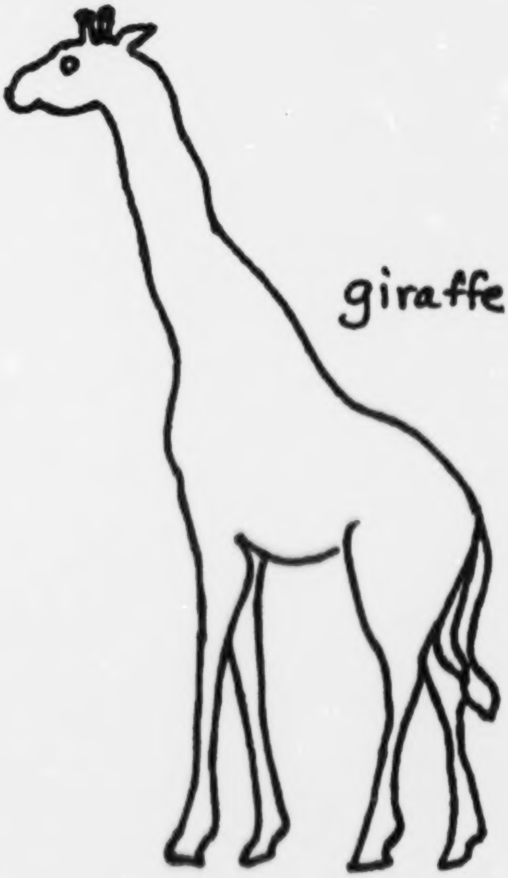
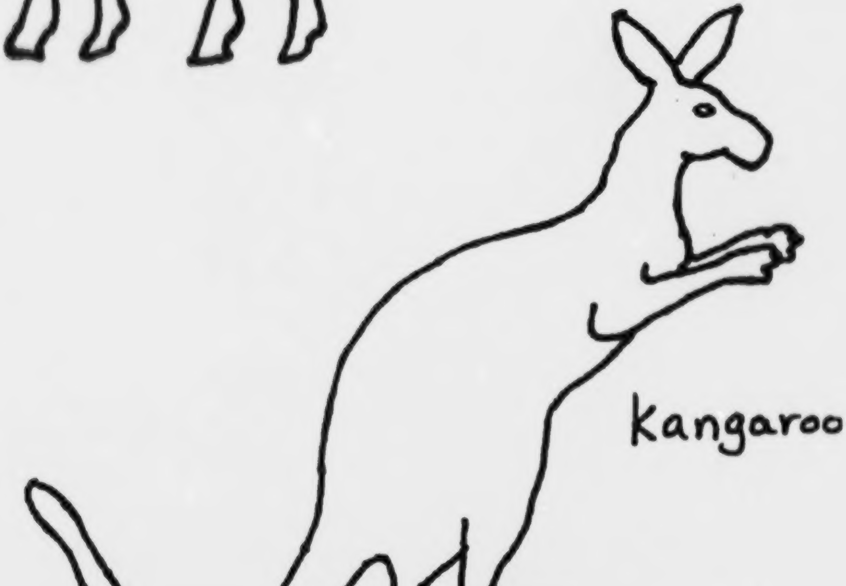
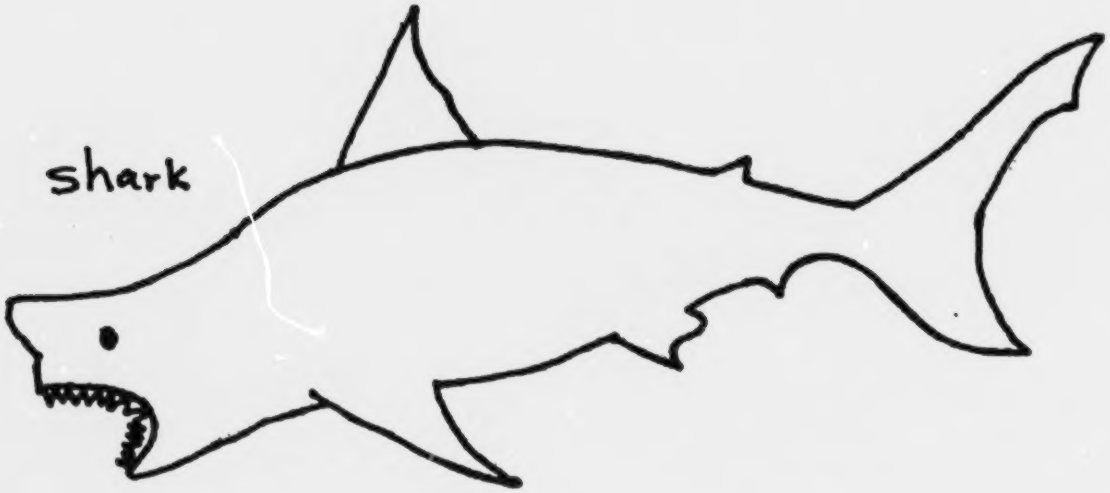
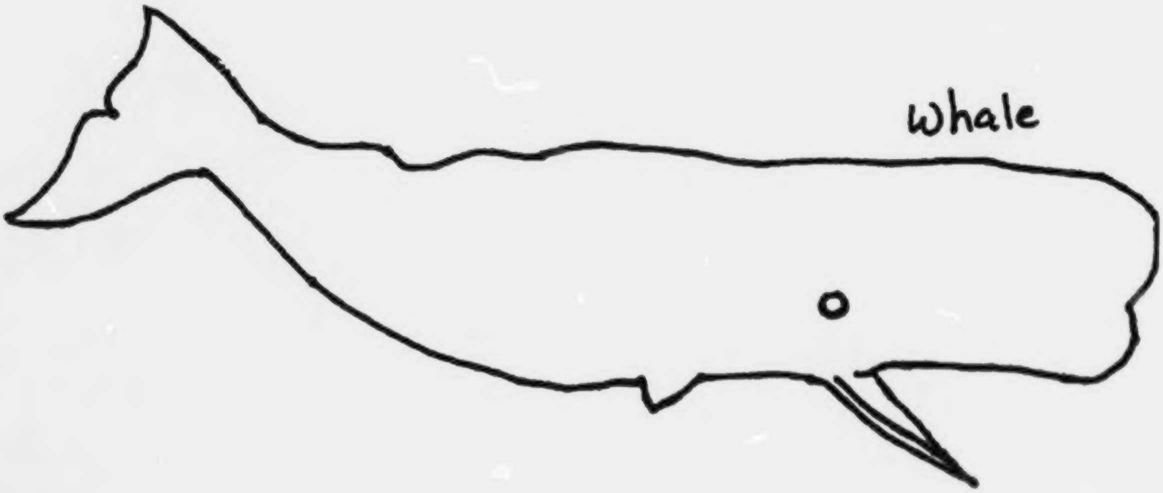

camel


cheetah


giraffe


Kangaroo


shark


whale

CRAFTS

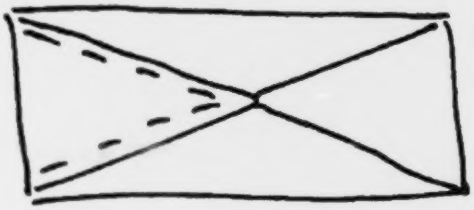
ENVELOPE CROCODILE

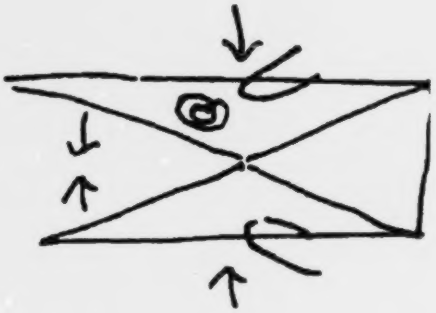
Materials Needed: Legal-sized envelope
Green crayons or markers
Stick-on dots
White construction paper
Scissors
Glue

Directions:

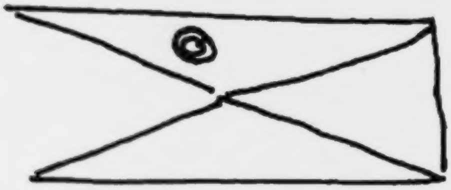
1. Moisten and seal the envelope. Cut along the sealed flap and down one side to the middle (cut through the entire envelope).
2. Cut along the seam coming up from the bottom of the envelope to meet the end point of the other cut.
3. Color the envelope green, on both sides.
4. Add stick-on dots to each side of the envelope for eyes, as shown in illustration.
5. Cut out small white construction paper triangles for the teeth. Glue the teeth to the edges of the crocodile's mouth.
6. To make the crocdile snap, hold the envelope by the end which is still uncut. Squish it here and the "mouth" will open and close.[6]

Cut sealed envelope.





Paste on eyes.



Squeeze to make alligator snap.

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[6] from: MacDonald, Margaret Read. *Booksharing: 101 Programs to Use with Preschoolers.* Hamden, CT: Library Professional Publication, 1988.

SOCK SNAKE

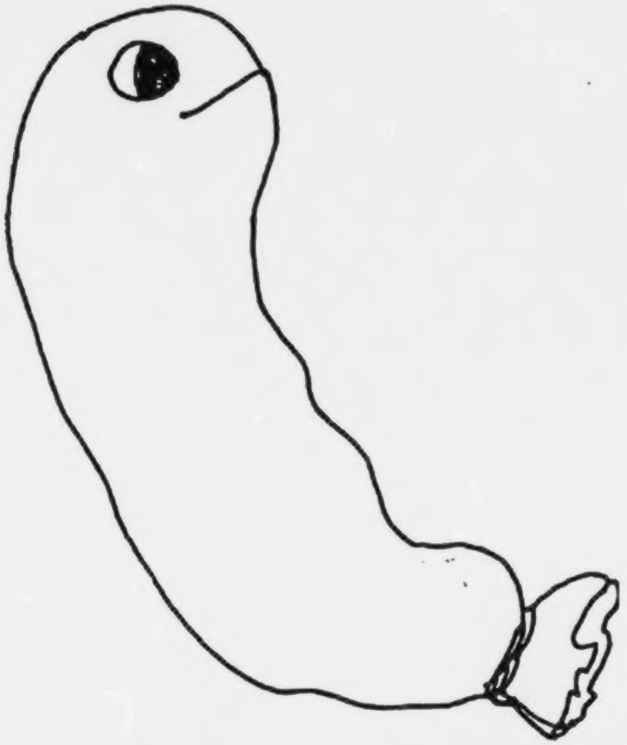
Materials needed:

Materials for stuffing socks (pieces of old pantyhose, fabric scraps, or newspaper)
Tube socks
Permanent felt-tip markers
Yarn or string
Scissors

Directions:

1. Set out materials for stuffing the tube socks.
2. Have the children draw facial features on the toe of the sock with the markers.
3. Have the children fill the tube socks with stuffing material.
4. Cut a length of yarn or string for each sock snake. Help the children tie the end of the sock closed.

The children will enjoy slithering their snakes across the floor while making hissing sounds. They could also participate in a snake race.[7]



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[7] Warren, Jean. *Toddler Theme-a-Saurus: The Great Big Book of Toddler Teaching Themes.* Everett, WA: Warren Publishing House, Inc., 1991

GIANT ANT HILL

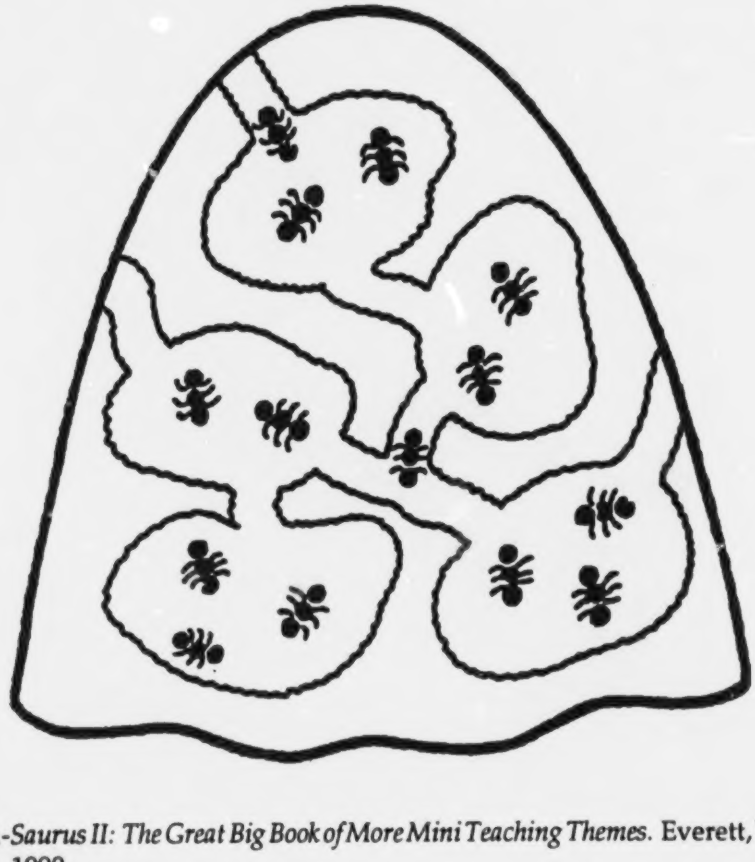
Materials Needed:
Brown butcher paper
Black ink pads
New, unsharpened pencils
Black felt-tip markers
Scissors

Directions:

1. Cut a giant ant hill shape out of brown butcher paper and place it on the floor.
2. Help the children draw rooms and tunnels all over the ant hill.

To make the ant prints:

1. Set out several black ink pads and give each child a new unsharpened pencil.
2. Have each child press the eraser end of his or her pencil on the ink pad, then make three prints in a row on the ant hill shape. Let the children make as many ant prints as they like.
3. Help them use black felt-tip markers to add six legs to each ant.[8]



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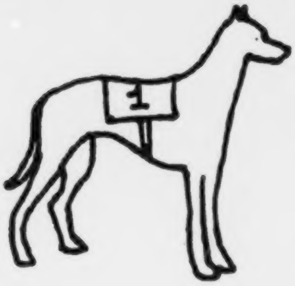
[8] Warren, Jean. *Theme-A-Saurus II: The Great Big Book of More Mini Teaching Themes.* Everett, WA: Warren Publishing House, Inc., 1990.

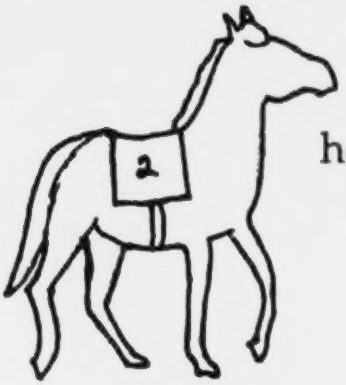
These Animal Olympians are getting ready to run!
Can you guess how they will finish the race?

(Draw a line from each animal to the number that tells who finishes first, second, etc.)



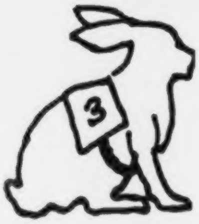
greyhound

1



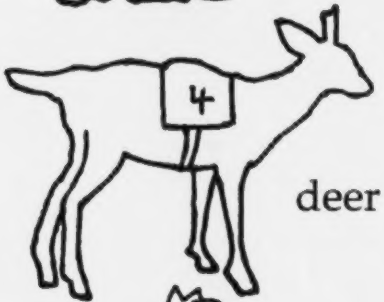
horse

2



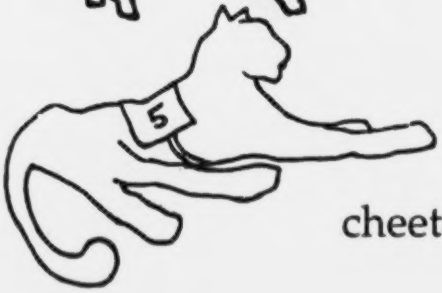
hare

3



deer

4



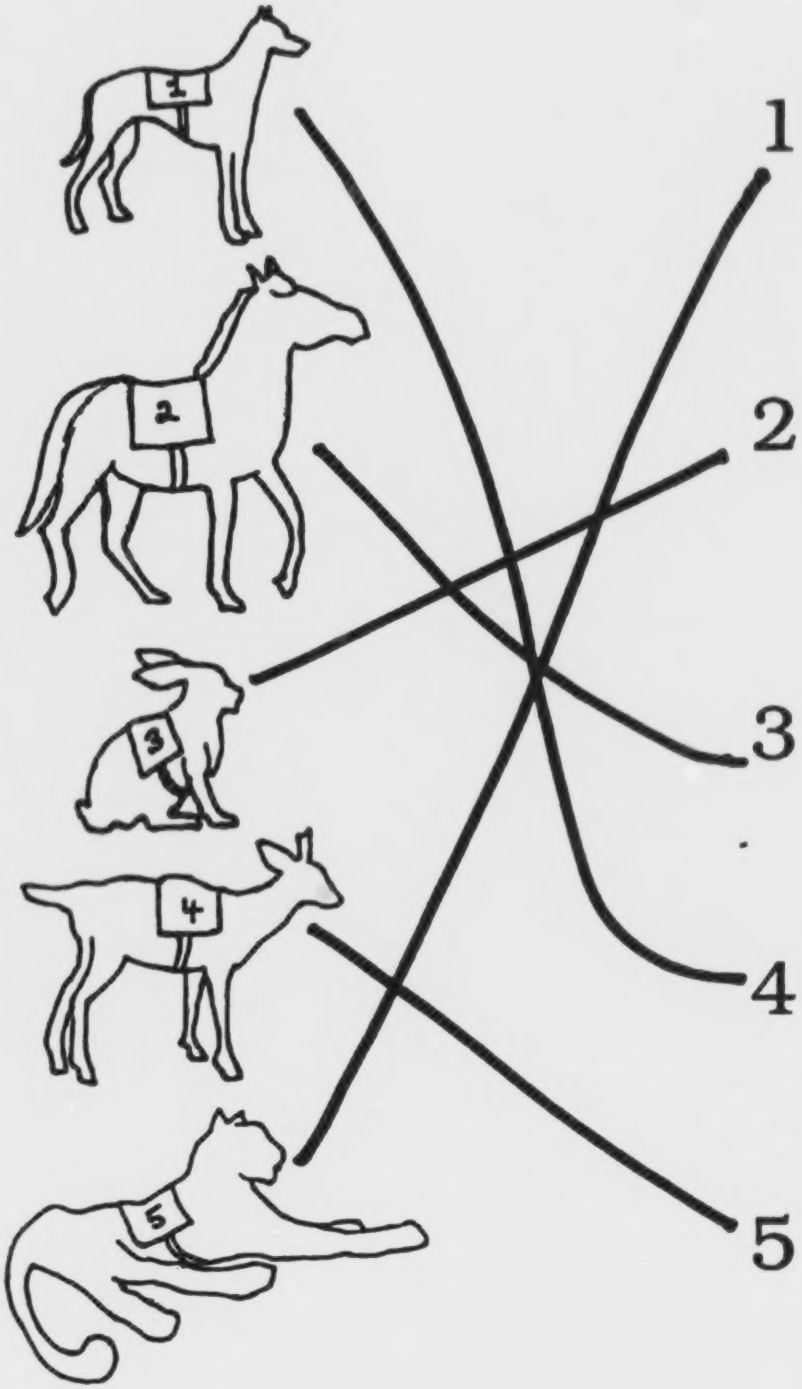
cheetah

5

These Animal Olympians are getting ready to run!
Can you guess how they will finish the race?
(Draw a line from each animal to the number that tells who finishes first, second, etc.)

Answer:

1. **cheetah – 60-63 mph**
2. **hare – 48 mph**
3. **horse – 43 mph**
4. **greyhound – 41 mph**
5. **deer – 35 mph**



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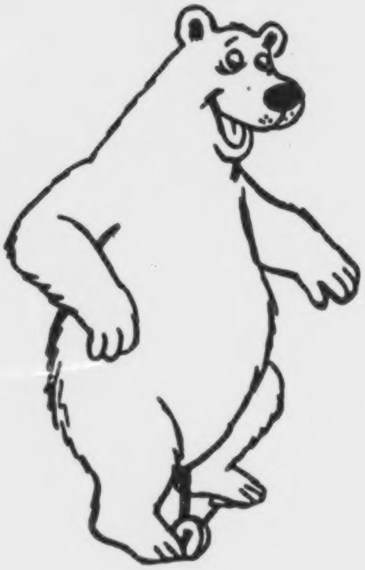
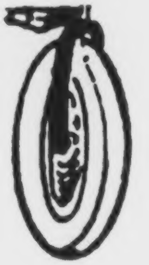
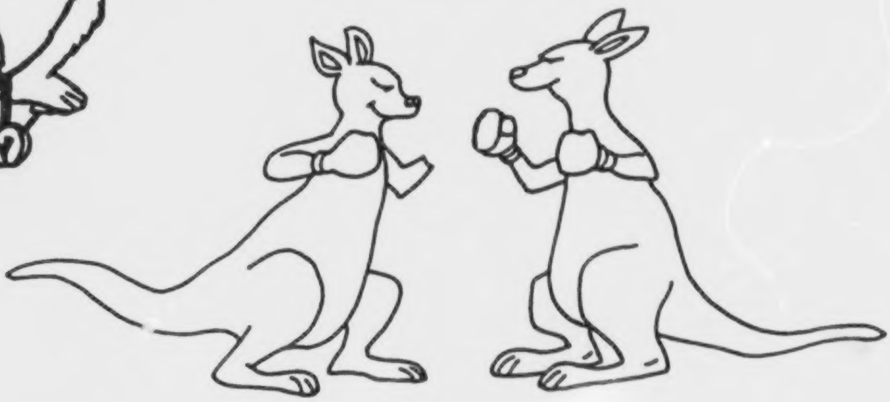
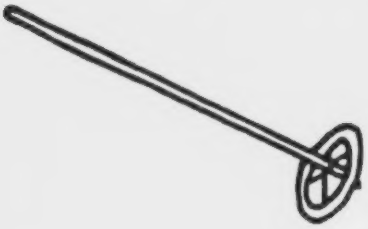
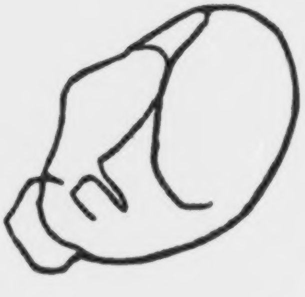
Draw a line from the picture to its missing object.

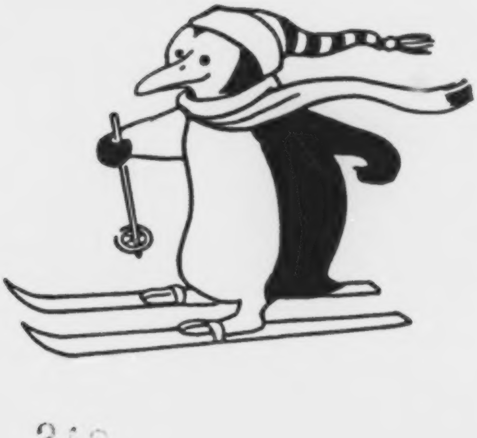












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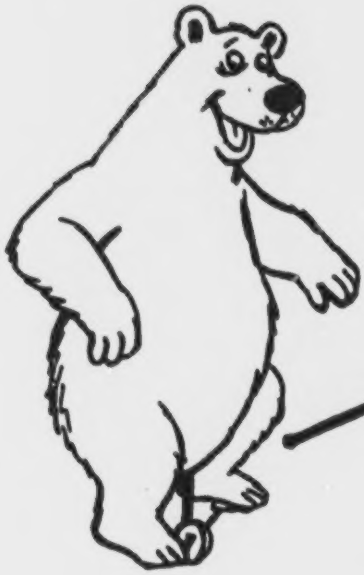

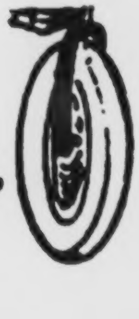

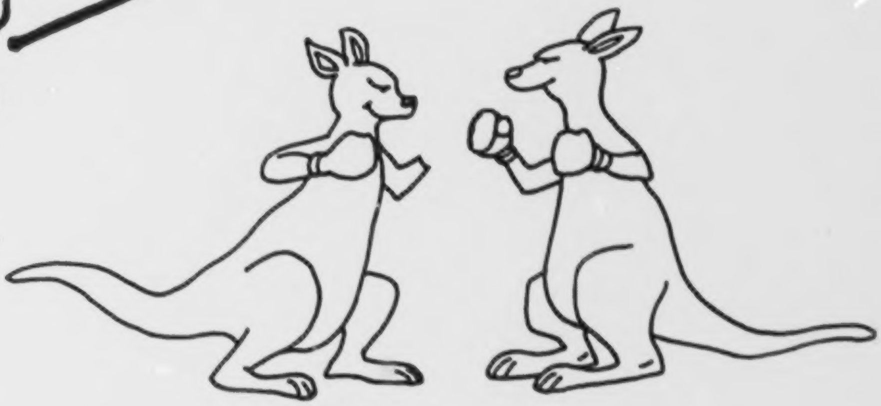

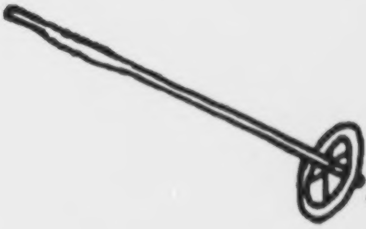

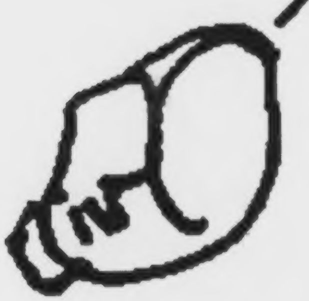

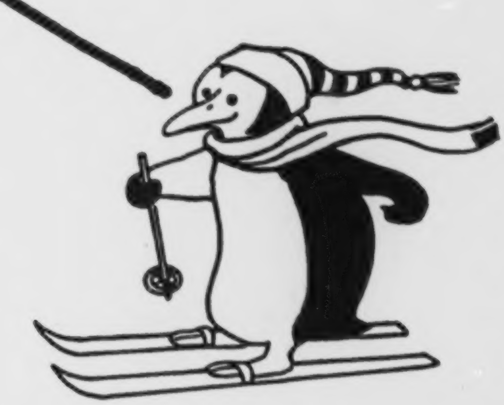

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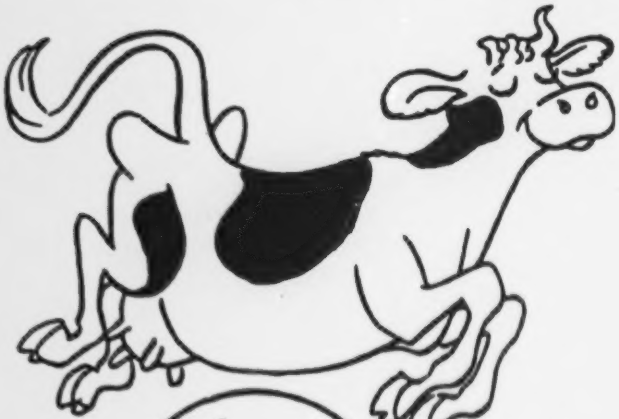

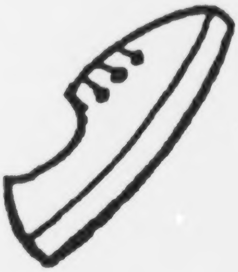

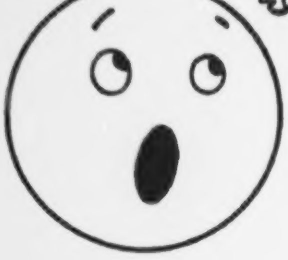

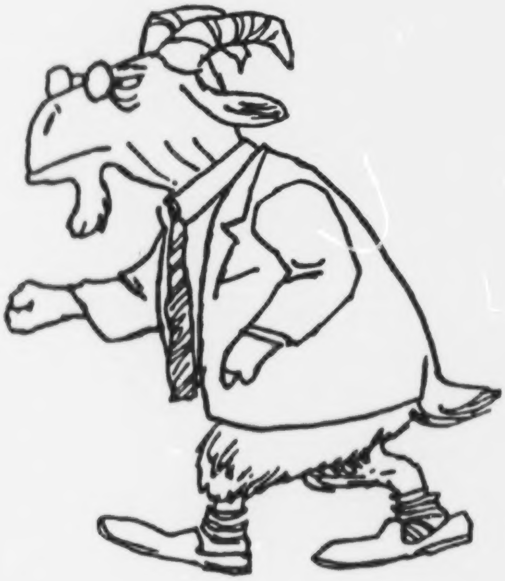

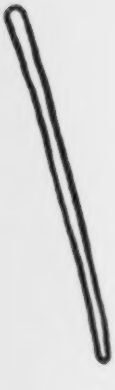

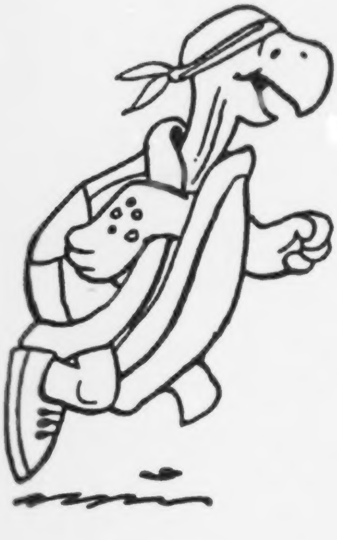

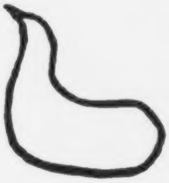

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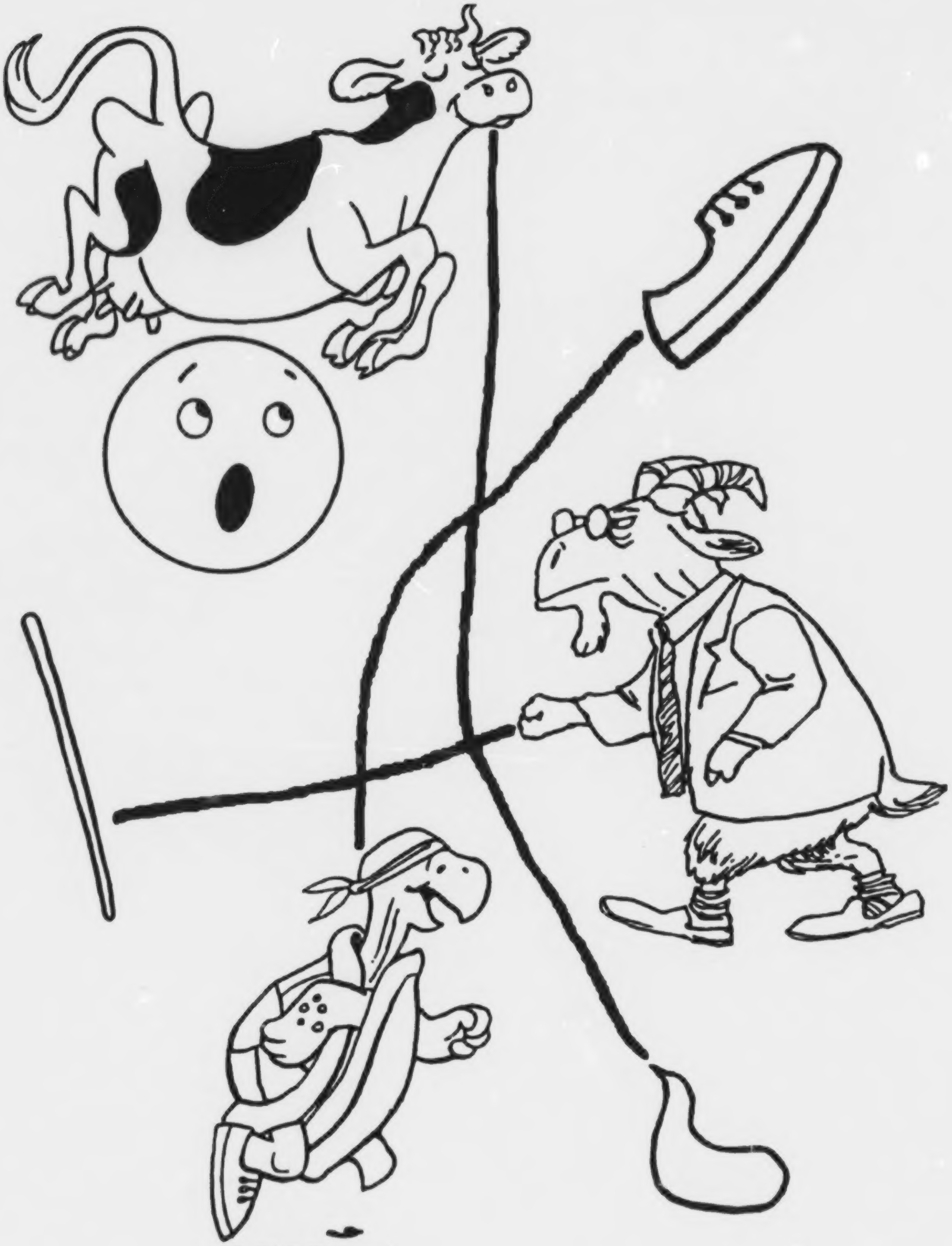
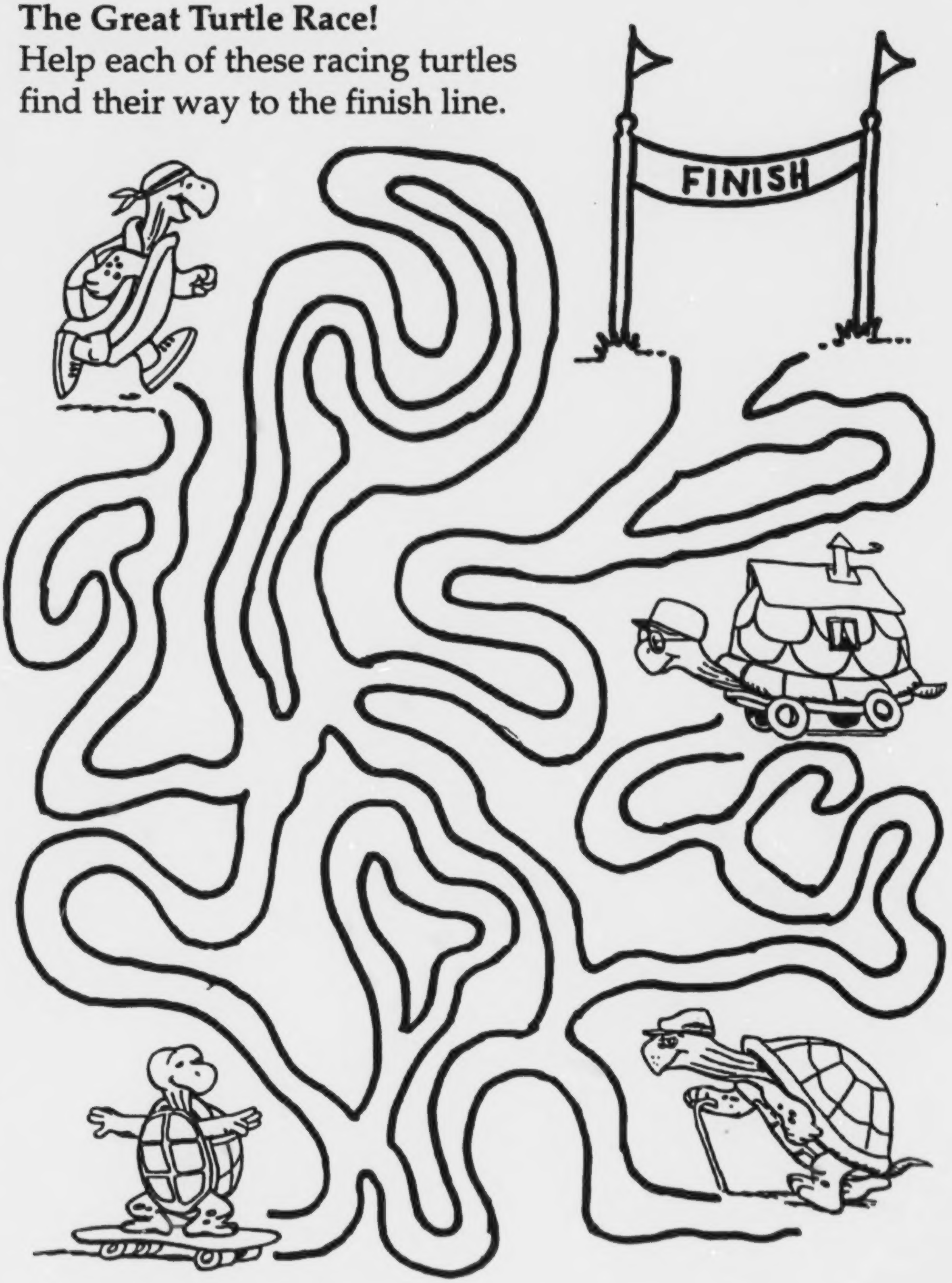


The Great Turtle Race!

Help each of these racing turtles find their way to the finish line.



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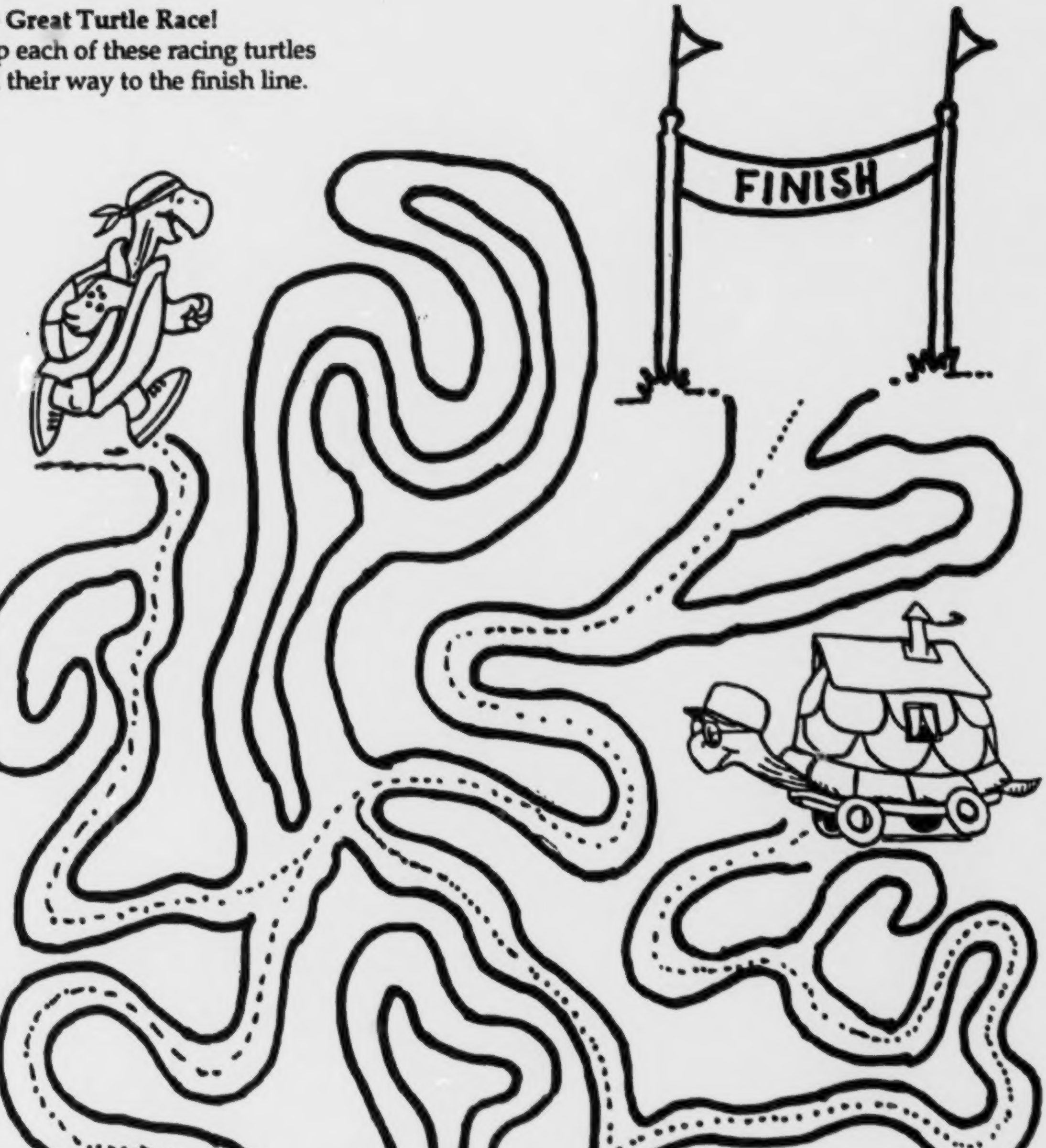


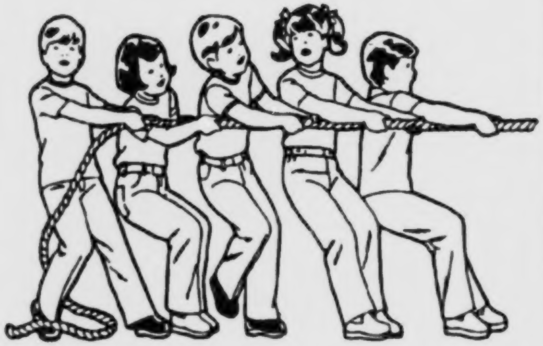
SPORTS WORDS PUZZLE

See if you can find 16 sports words in the puzzle!

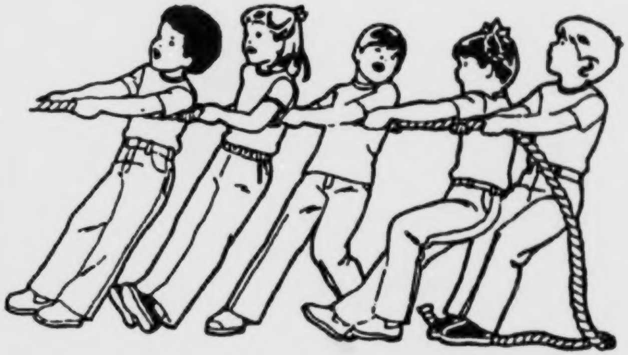
Word list:

BALL	BASE	BAT	FUN	GAME	GOAL	MITT	NET
PASS	PLAY	RACE	SCORE	SPORTS	SWIM	TEAM	WIN

Find and circle the words in this list in the puzzle. The words can go across or up and down.



W	B	A	S	E	N	E	T	P
I	U	L	G	F	U	N	T	L
N	S	Y	A	E	D	N	D	A
G	W	L	M	R	A	C	E	Y
O	I	T	E	L	I	K	H	S
A	M	S	P	O	R	T	S	C
L	W	M	I	T	T	J	Z	O
B	A	T	M	P	A	S	S	R
T	E	A	M	B	A	L	L	E



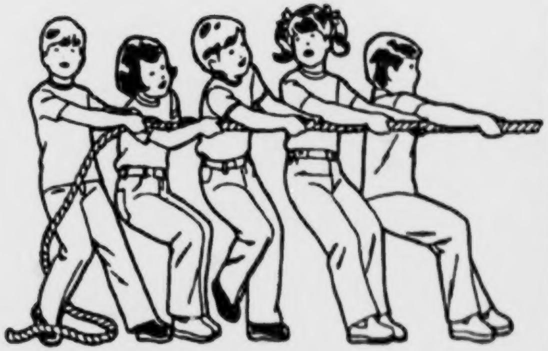
SPORTS WORDS PUZZLE

See if you can find 16 sports words in the puzzle!

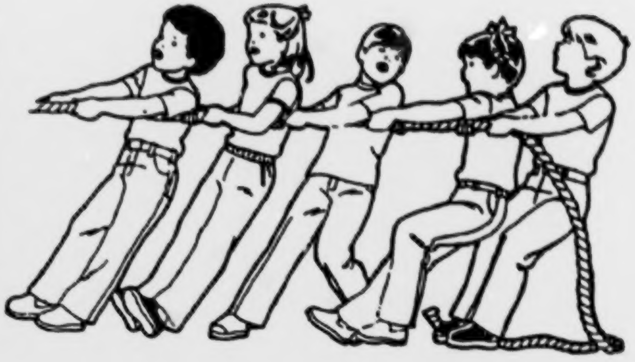
Word list:

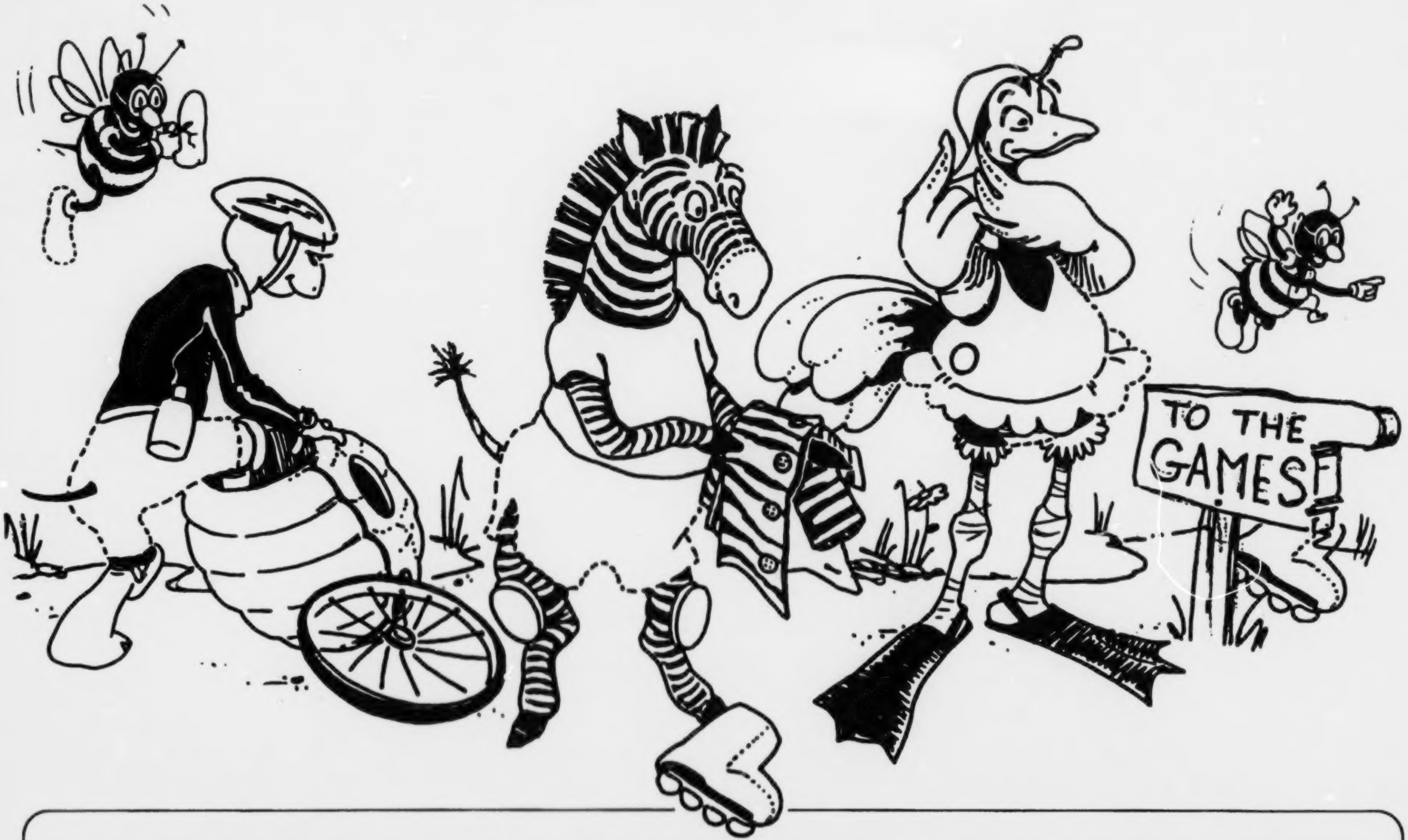
BALL BASE BAT FUN GAME GOAL MITT NET
PASS PLAY RACE SCORE SPORTS SWIM TEAM WIN

Find and circle the words in this list in the puzzle. The words can go across or up and down.



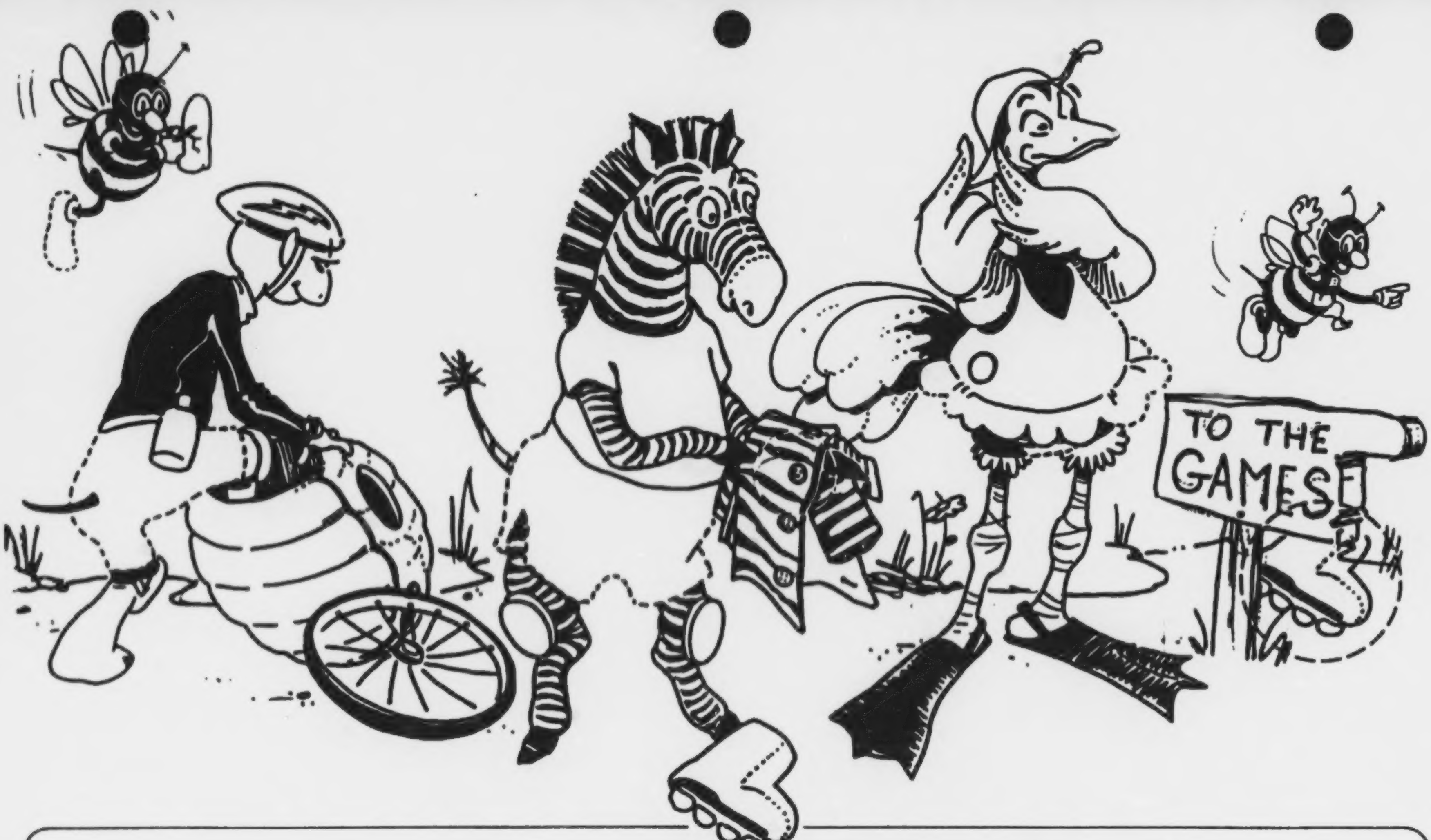
W	B	A	S	E	N	E	T	P
I	U	L	G	F	U	N	T	L
N	S	Y	A	E	D	N	D	A
G	W	L	M	R	A	C	E	Y
O	I	T	E	L	I	K	H	S
A	M	S	P	O	R	T	S	C
L	W	M	I	T	T	J	Z	O
B	A	T	M	P	A	S	S	R
T	E	A	M	B	A	L	L	E




TO THE GAMES!

Help Ostrich, Zebra, and Turtle get ready for the games!

Oh, no! Zebra can't find his other skate. Can you find it?
There is a smiley face hidden in the picture, too.
Finish coloring their suits so the animals can get to the race on time.



Help Ostrich, Zebra, and Turtle get ready for the games!

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EVERYONE'S A WINNER!

Preschool – Grade 1

Display Idea

Bulletin Board: EVERYONE'S A WINNER

Materials needed:

Baby rattle
Plastic bat
Tennis ball
T-shirt
Shorts
Tennis shoes
Socks
Golf ball
Whistle on a string
Construction paper – green, brown, white, red, yellow, black, light blue
T-pins
Stapler
Heavy-duty tape (clear plastic)

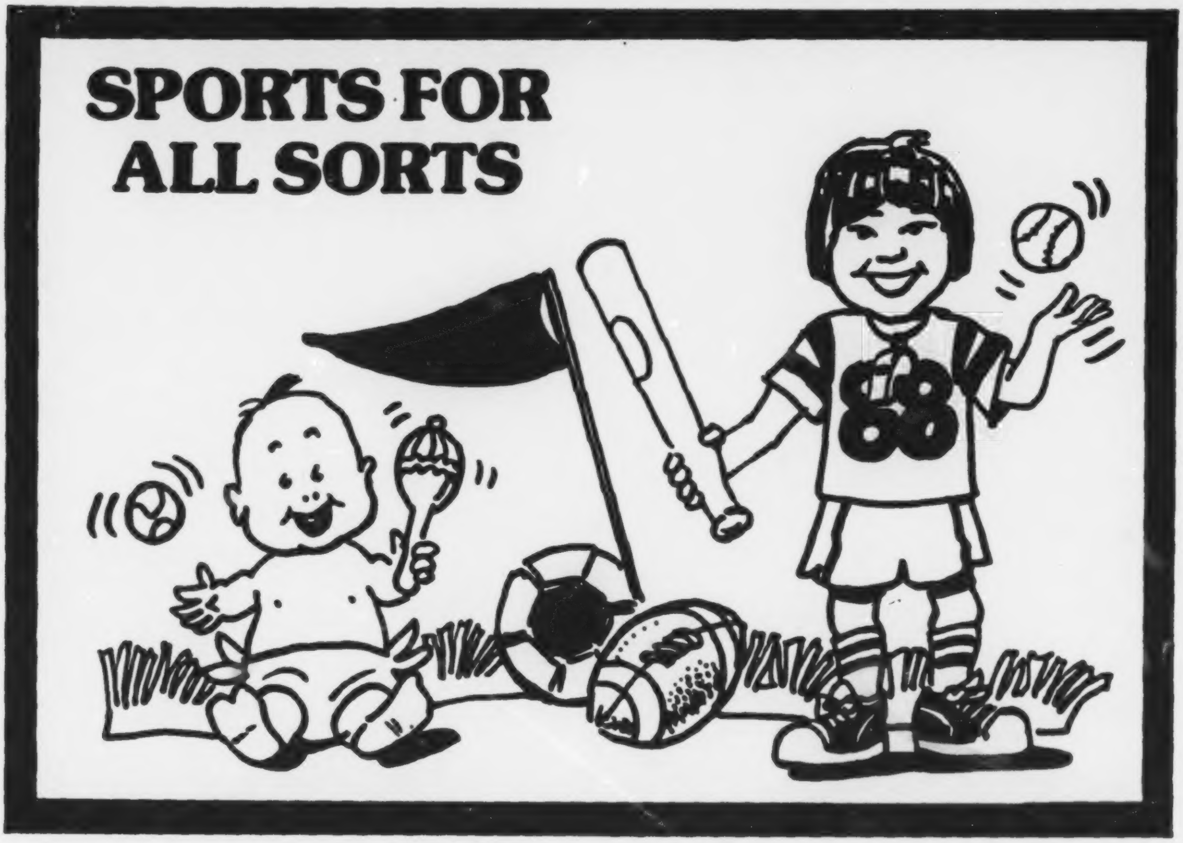
Directions:

1. Cover the bulletin board in light blue construction paper. Fringe green paper for grass and staple to background.
2. Draw and cut out baby and child figures. The children may represent different ethnic groups, as shown in illustration that follows. Dress the child with the T-shirt, shorts, socks and tennis shoes. Place the whistle on a string around the child's neck. Attach figures to bulletin board.
3. Draw and cut out the red pennant, football and soccerball. Staple to board.
4. Cut the plastic bat and tennis ball in half. Attach to board with T-pins.
5. With the tape, attach the golfball to the grass.
6. Cut strips of black paper and attach to show the movement of the balls.
7. Attach baby rattle to the baby's left hand.

Variation: Change the caption to "Teamwork Works" if you wish to highlight a theme of cooperation.[1]

---

[1] from: Black, Barbara A. *Bulletin Boards to Brag About*. Glenview, IL: Scott, Foresman, 1986.


SPORTS FOR
ALL SORTS
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BULLETIN BOARD IDEA

PROGRAM IDEA

Preschool - Grade 1

BOOKS

The following books are recommended:

Aylesworth, Jim. *Mr. McGill Goes to Town.*
Mr. McGill and four of his friends agree to help each other finish their chores so that they will all have time to go to the town fair.

Boddy, Marlys. *The Glassmakers of Gurven.*
Each of a medieval town's three glassmakers believes that only the color he makes is beautiful enough for the great window of the new church.

Fujikawa, Gyo. *That's Not Fair!*
Four friends learn that it's more fun to play together than alone and to cooperate rather than compete.

Gretz, Susanna. *Frog, Duck, and Rabbit.*
Three animal friends make a costume for a parade.

Henkes, Kevin. *A Weekend with Wendell.*
Sophie does not enjoy energetic, assertive Wendell's weekend visit until the very end, when she learns to assert herself and finds out Wendell can be fun to play with after all.

Silverman, Erica. *Big Pumpkin.*
A witch trying to pick a big pumpkin on Halloween discovers the value of cooperation when she gets help from a series of monsters.

Thomas, Jane Resh. *Wheels.*
Five-year-old Elliott learns that winning isn't everything when he begins to race with the Big Wheel bike he got for his birthday.

Waddell, Martin. *Farmer Duck.*
When a kind and hardworking duck nearly collapses from overwork, while taking care of a farm because the owner is too lazy to do so, the rest of the animals get together and chase the farmer out of town.

Ziefert, Harriet. *Who Can Boo the Loudest?*
Two ghosts learn that cooperation can be better than winning or losing.

PROGRAM IDEAS

FLANNEL BOARD STORY: "THE LITTLE RED HEN"

Materials Needed: Flannel board
Objects cut from felt (patterns follow)

Directions:

1. Trace each of the patterns on felt and cut them out. Or you may wish to glue felt strips to paper cutouts of the objects.
2. Place the stove on the right side of the flannel board and frame it with the outline of a house, made of 1/2" strips of felt.
3. As you name the animals – dog, cat, and mouse – place them across the bottom of the flannel board beneath the house, and place the hen to the left of the house.
4. The hen can remain stationary until she goes into the house with the flour to make the cake.
5. Use the little props – wheat, flour, cake – like this:
    (a) Hen finds wheat – wheat is imaginary;
    (b) Hen plants wheat – place watering can on her wing;
    (c) Wheat grows – take away watering can and place wheat stalk on the ground;
    (d) Hen cuts wheat – place wheat stalk on her wing;
    (e) Hen gets flour – remove wheat stalk and put flour sack on her wing;
    (f) Hen bakes cake – put her inside house and place cake in oven;
    (g) Hen serves cake – put cake on her wing;
    (h) Hen eats cake – remove cake from flannel board.
6. Invite the group to join in saying "Not I!" and "I will!" for the cat, the dog, and the mouse. Help them practice using a different kind of voice (gruff, whining, squeaky) for each different animal.

The Story:

Once, a cat, a dog, a mouse, and a little red hen all lived together in a little house. The cat, the dog, and the mouse did nothing from morning until night, so the little red hen cleaned and cooked and did all the housework.

Early one morning, the little red hen was sweeping in the yard when she found a little tiny grain of wheat.

"Who will help me plant this wheat?" she asked.

"Not I!" said the cat.

"Not I!" said the dog.

"Not I!" said the mouse.

"Then I will," said the little red hen, and she did. She planted the tiny grain of wheat, and she watered it, and she tended it, and it grew ripe.

"Who will help me harvest the wheat?" asked the little red hen.

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"Not I!" said the cat.

"Not I!" said the dog.

"Not I!" said the mouse.

"Then I will," said the little red hen, and she did. And when the grain was cut and threshed, she asked, "Who will help me take this wheat to the miller's to be ground into flour?"

"Not I!" said the cat.

"Not I!" said the dog.

"Not I!" said the mouse.

"Then I will," said the little red hen, and she did. When she had returned from the miller's with the flour, the hen asked, "Who will help me bake a cake?"

"Not I!" said the cat.

"Not I!" said the dog.

"Not I!" said the mouse.

"Then I will," said the little red hen, and she did. She mixed the flour with milk and eggs and honey, and she put the batter into the oven to bake. Soon the wonderful smell of cake filled the little house.

"Who will help me eat this cake?" asked the little red hen.

"I will!" said the cat.

"I will!" said the dog.

"I will!" said the mouse.

But the little red hen said "No! All by myself I planted the wheat, I watered it and tended it, and all by myself I took it to the miller's to be ground into flour, and all by myself I mixed and baked the cake, and ALL BY MYSELF I am going to eat it!"

And she did![2]

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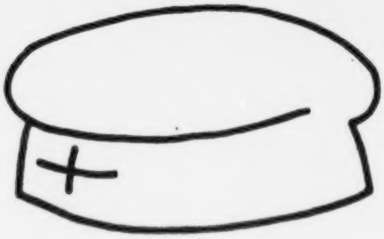
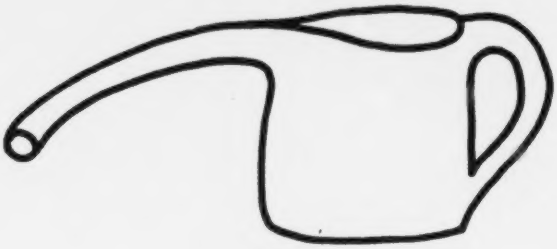
[2] Sierra, Judy. *The Flannel Board Storytelling Book.* New York: H.W. Wilson, 1987.

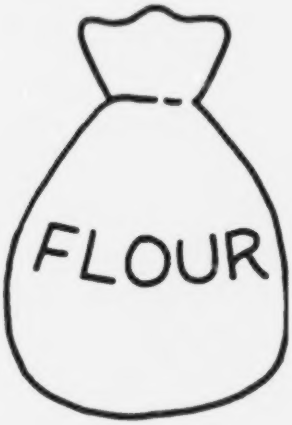
PATTERNS FOR "THE LITTLE RED HEN"

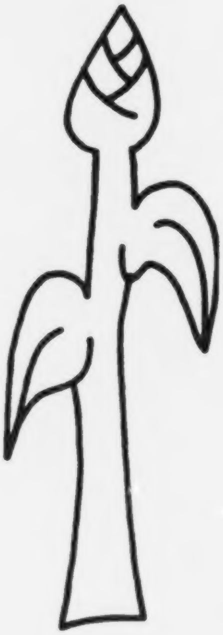


Cake

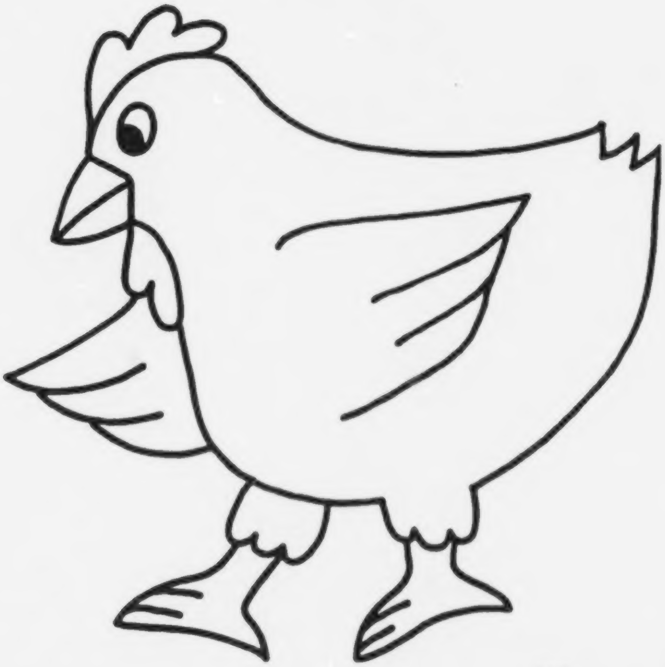


Watering Can

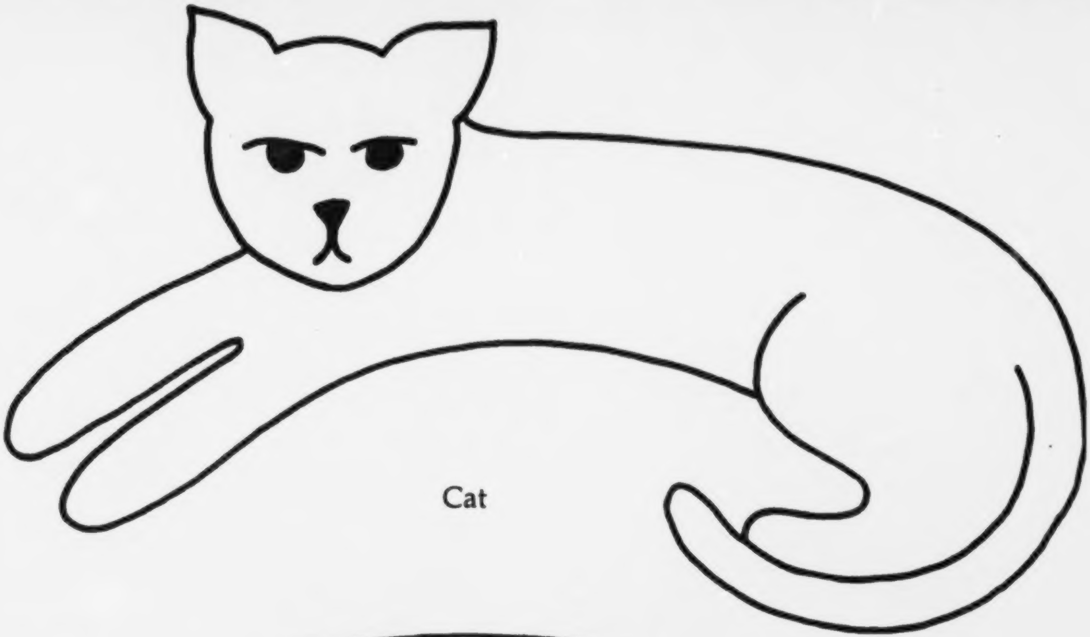




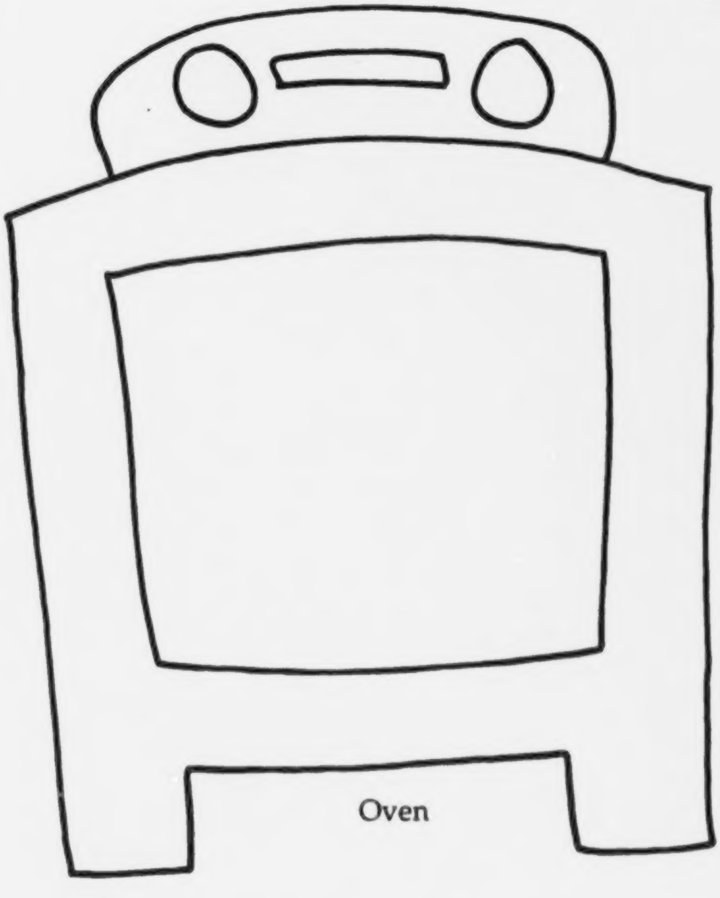
Wheat



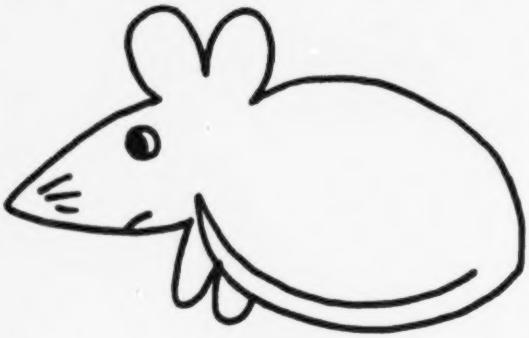
The Little Red Hen



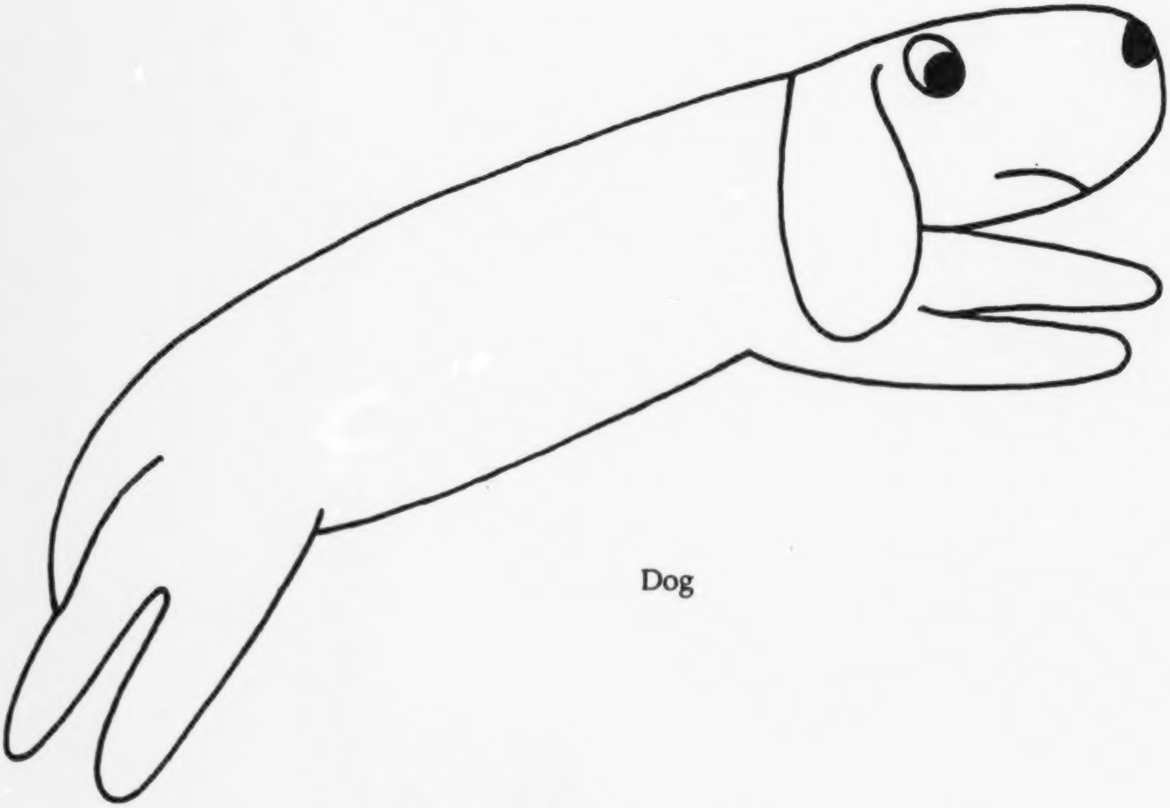
Cat



Oven



Mouse



Dog

FINGERPLAYS

PLAYMATES

A little boy lived in this house.	(Make fist with right hand, thumb hidden.)
A little girl lived in this house.	(Make fist with left hand, thumb hidden.)
The little boy came out of his house.	(Release right thumb.)
He looked up and down the street.	(Move thumb slowly.)
He didn't see anyone, so he went back into his house.	(Tuck thumb back into fist.)
The little girl came out of her house.	(Release left thumb.)
She looked up and down the street.	(Move thumb slowly.)
She didn't see anyone, so she went back into her house.	(Tuck thumb back into fist.)
The next day the little boy came out of his house and looked all around.	(Release right thumb and move slowly.)
The little girl came out of her house and looked all around.	(Release left thumb and move slowly.)
They saw each other.	(Point thumbs toward each other.)
They walked across the street and shook hands.	(Move thumbs toward each other until they meet.)
Then the little boy went back into his house.	(Tuck right thumb back into fist.)
The little girl went back into her house.	(Tuck left thumb back into fist.)[3]

HELPFULNESS

This little child does nothing but play, This little child wants her way, This is a child so strong and tall, This child will not help at all. Here's one who's kind and true,	(Hold fingers of one hand up straight. Point to each finger in turn.)
Always helping, just like you.	(Point to child.)[3]

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[3] from: Grayson, Marion F. *Let's Do Fingerplays.* New York: Van Rees Press, 1962.

ACTIVITY: *Preschool Olympics*

Materials Needed:

Pictures of Olympic events
Low stool
Chairs
Scooters
Masking tape
Balls
Large blocks
Tumbling mat

Directions:

1. Discuss the Olympics with the children and show them pictures of some of the Olympic events.
2. Have the children do some mock Olympic activities in the room but avoid making them competitive. The following are a few suggestions:

   Balancing on one foot for several seconds. then hopping on both feet from one point to another
   Walking on a masking tape line and jumping off the end in victory stance
   "Ski jumping" off a low stool (make sure the stool is stable) and landing with bent knees
   "Bob sledding" on a scooter by following a curved couse marked with tape on the floor
   Tumbling on a gymnastics mat, doing somersaults and cartwheels
   Playing ball games that involve bouncing, catching and throwing
   Following an obstacle course (e.g., large blocks to crawl under and around, rows of chairs to crawl through, book stacks to step over.

3. After all of the children have had the opportunity to participate, you may wish to have an awards ceremony. The children can make their own Olympic medals from gold paper glued to cardboard. Punch a hole in the top of each medal and thread through a string or length of yarn. These medals can be worn by everyone.[4]

ACTIVITY: *Ball Kicking*

Materials Needed:

One large ball of each group of eight children
Masking tape

Directions:

1. Make an "X" with masking tape where each child will sit in a circle. Allow enough room for their legs to move freely without interfering with other children.
2. Have each child sit on an "X."
3. Ask the children to stay on their mark. This makes the game easier and more enjoyable.
4. Explain that no hands are to be used. Children having difficulty with this rule may be asked to place their hands at their sides.

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[4] from: *The Giant Encyclopedia of Theme Activites for Children 2 to 5.* Mt. Rainier, MD: Gryphon House, 1993.

5. Ask the children to kick the ball using only their feet and legs. They don't need to kick the ball directly to another child, just close enough so another child can reach it.

6. Place the ball in front of a child to start the game.

7. When the children get restless, make the game more challenging. Ask them to lie on their stomachs, propping themselves up on their elbows with feet facing the circle. Now it is more difficult to kick the ball.

8. Have the children cool down; put away the ball; ask the children to lie down and place one hand up at a time shaking it loose; repeat with legs; ask each child to breathe deeply five times; stand up and shake whole body.

9. You may wish to replace the ball with a balloon. While the children are lying down, ask them to use their arms and hands.[5]

SONG: *Taking Turns*

Directions:

1. Introduce the song to the group. Demonstrate how the group will "echo" part of each verse, then join with the leader for the chorus.

2. Have the group stand in a circle to sing. If you wish, give one child in the circle a beanbag or ball to pass around the circle as everyone sings.

3. As a variation, the group can reverse the direction of the beanbag or ball at the beginning of each verse.

Leader:	Echo:
Oh, we take turns When we play with toys 'Cause that's what's right For girls and boys!	Oh, we take turns When we play with toys 'Cause that's what's right For girls and boys!

Chorus:
Oh, we take turns when we play with toys,
'Cause that's what's right for girls and boys!

Leader:	Echo:
Oh, we take turns When we play a game 'Cause that's a rule That stays the same!	Oh, we take turns When we play a game 'Cause that's a rule That stays the same!

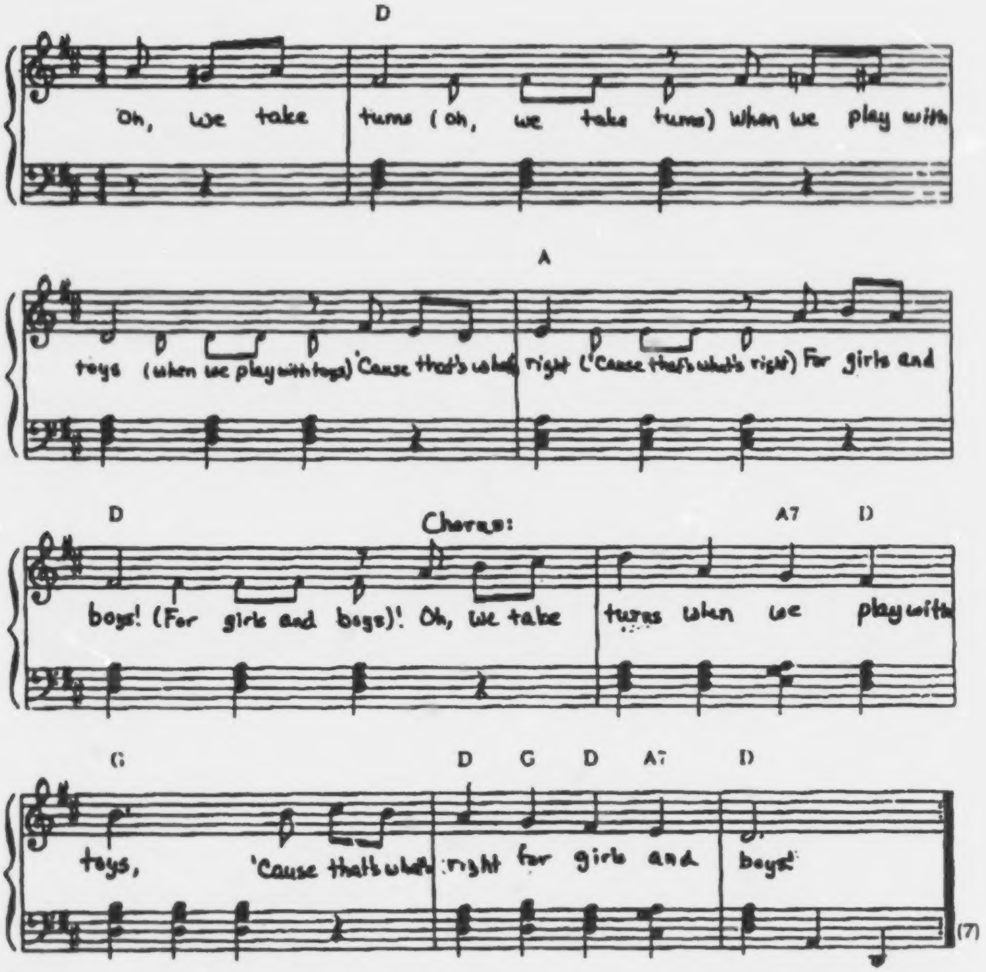
Chorus:
Oh, we take turns when we play a game,
'Cause that's a rule that stays the same!

Leader:
Oh, we take turns
So we'll all have fun
And we include
Everyone!

Echo:
Oh, we take turns
So we'll all have fun
And we include
Everyone!

Chorus:
Oh, we take turns so we'll all have fun,
And we include everyone!

(Repeat final chorus)[6]


D
Oh, we take turns (oh, we take turns) when we play with
A
toys (when we play with toys) 'Cause that's what's right ('Cause that's what's right) For girls and
D
Chorus:
A7
D
boys! (For girls and boys)! Oh, we take turns when we play with
G
D
G
D
A7
D
toys, 'Cause that's what's right for girls and boys!

[7]

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[6] adapted by Louisa Aikin from: *Barney's Best Manners.* Allen, TX: Lyons Group, 1992.
[7] adapted by Louisa Aikin from: Nelson, Esther L. *The Funny Song-Book.* New York: Sterling, 1984.

CRAFTS

Golf Ball Roll Painting

Materials Needed: Shallow box (Kitty litter pan works well)
White paper
2 golf balls
2 colors liquid tempera
Plastic teaspoons

Directions:

1. Use a shallow box.
2. Put white paper in the bottom.
3. Place two spoonfools of tempera onto the the paper. (Use 2 colors only.)
4. Place golf balls in the box.
5. Roll golf balls around in the paint.
6. This will create a streak painting.

Variation: Add a little salt to the paint. It will crystalize as it dries.[8]

Web Making

Materials Needed: Large balls of yarn (one for each group)

Directions:

1. Have eight or more children sit on the floor in a circle.
2. Give a ball of yarn to one child. Have the child hold onto the loose end of the yarn and roll the ball to another child.
3. Have that child grasp hold of the loose yarn and roll the ball to a third child.
4. Let the children continue rolling the ball back and forth until everyone is holding onto the yarn. Then stop the game and let the children admire the web they have created.[9]

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[8] from: Brashears, Deya. *Dribble Drabble: Art Experiences for Young Children*. Fort Collins, CO: DMC Publications, 1985.

[9] from: Warren, Jean. *Theame-A-Saurus*. Everett, WA: Warren Publishing House, Inc., 1989.

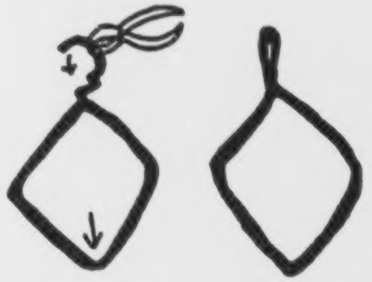
Paddle Ball

Materials Needed:

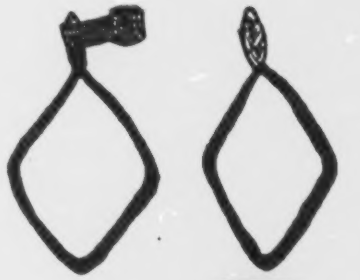
Wire hangers
Old clean stockings or pantyhose (cut under the panty part to get two legs)
Adhesive tape
Scissors
Pliers
Rubber bands
Yarn

Directions:

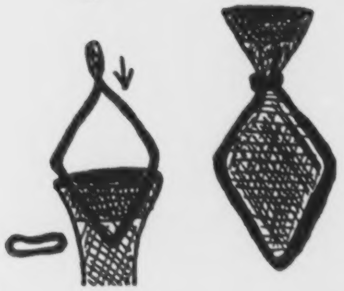
1. Bend the hangers into a roundish or diamond shape. Use the pliers to bend in the handle.



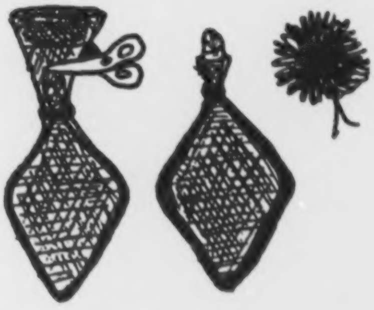
2. Cover the handle with adhesive tape so there are no sharp edges.



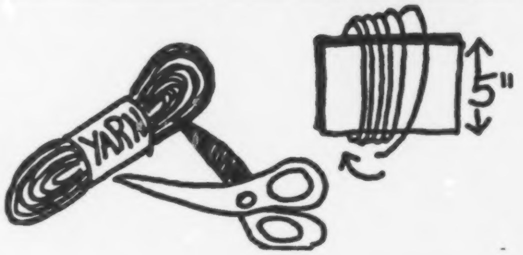
3. Slip a stocking over each hanger and tightly wrap a rubber band around the handles.



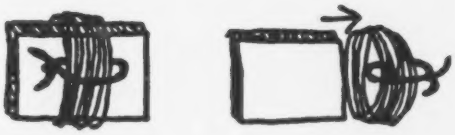
4. Cut off extra stocking around the handle.



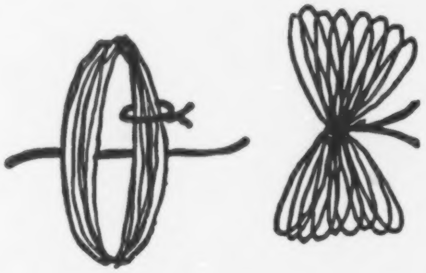
5. Make a fuzz ball with the yarn. Wind the yarn loosely around a 5" wide piece of cardboard about 50 times.



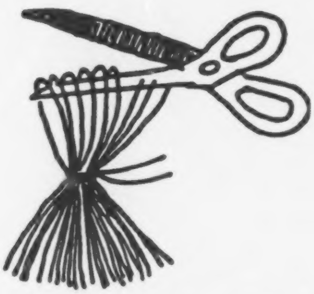
6. With a small piece of yarn, tie the wound yarn together on one side of the cardboard. Then, push the yarn off the cardboard.



7. Tie the yarn together in the middle with another piece of yarn, as shown.



8. Cut the loops.



9. Repeat steps 5 - 8 about three or four times and tie all of these balls together to make one large ball.

Variation: You may use a badminton birdie or foam ball instead of the fuzz ball.[10]

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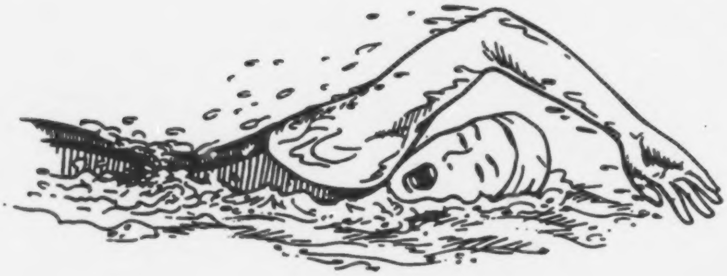
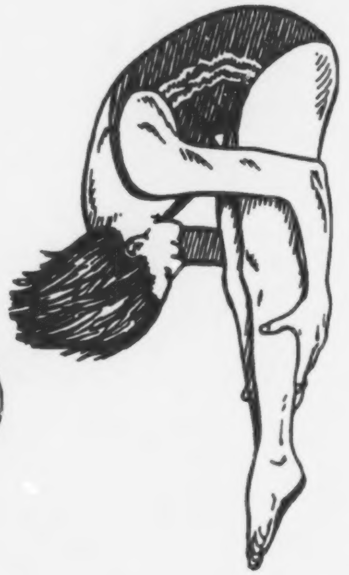
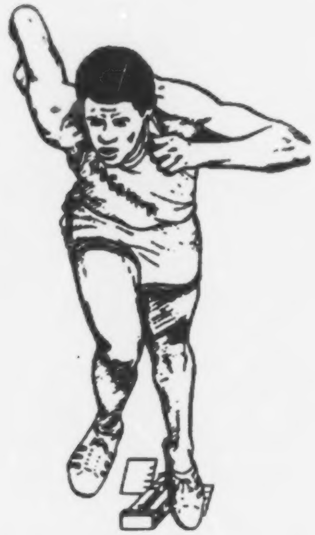
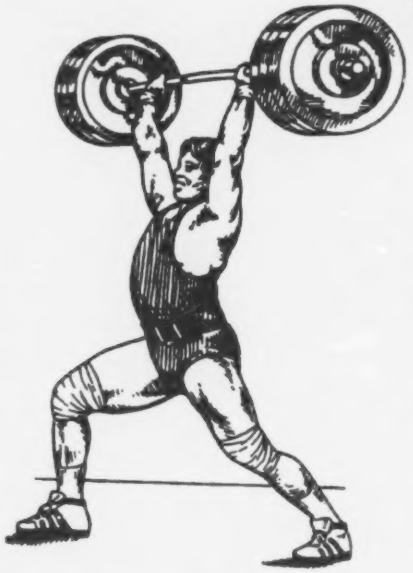
[10] from: Linderman, C. Emma. *Teachables from Trashables*. St. Paul, MN: Redleaf Press, 1979.

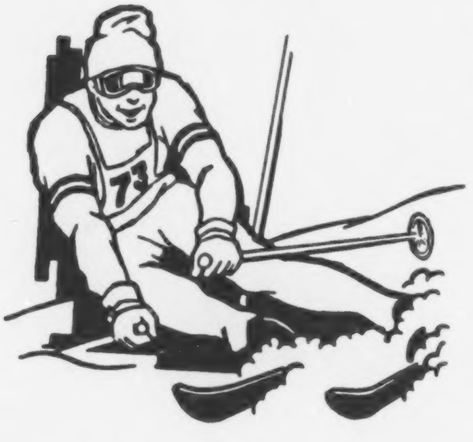
Which of these sports are part of the Summer Olympics?
Circle your guesses.

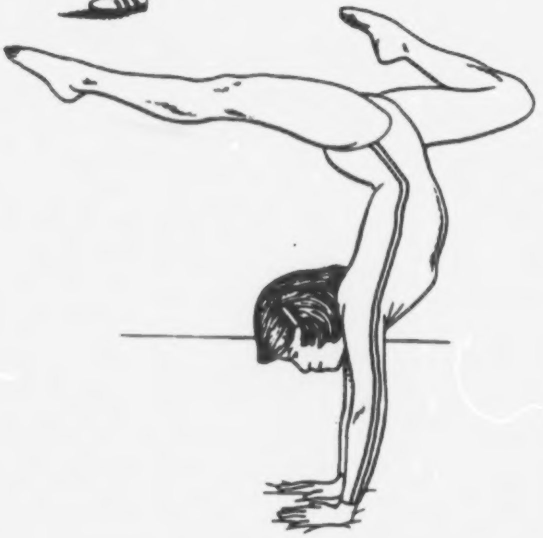




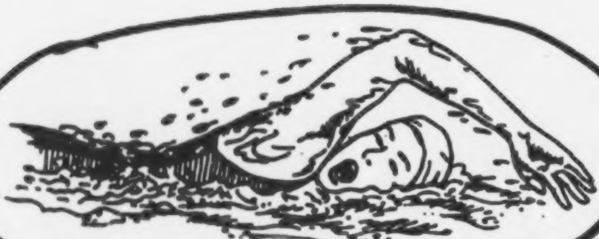


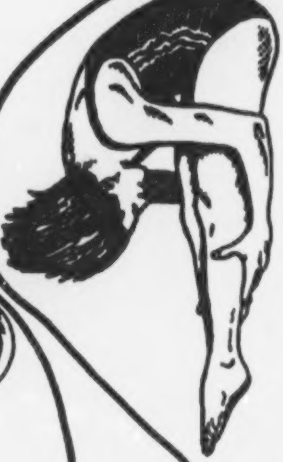


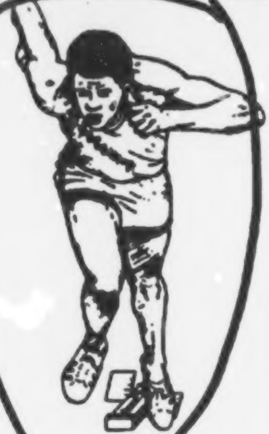


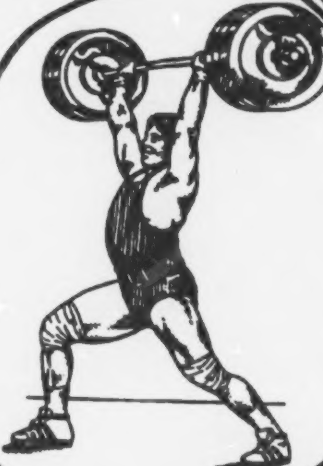


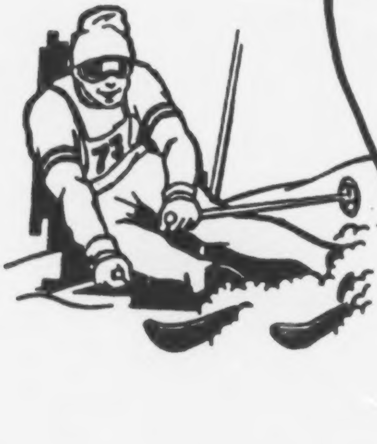
Which of these sports are part of the Summer Olympics?
Circle yur guesses.

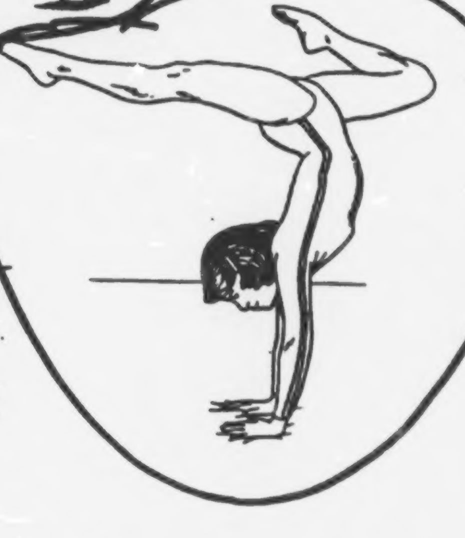




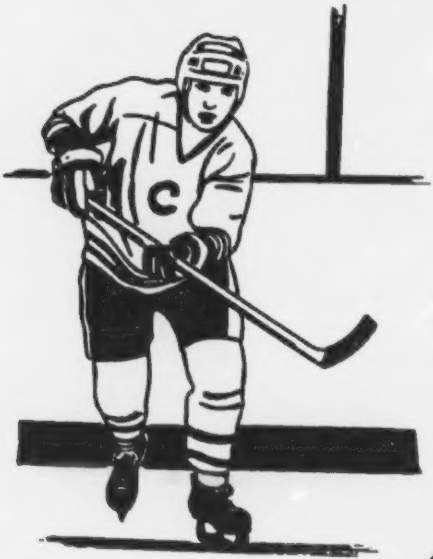


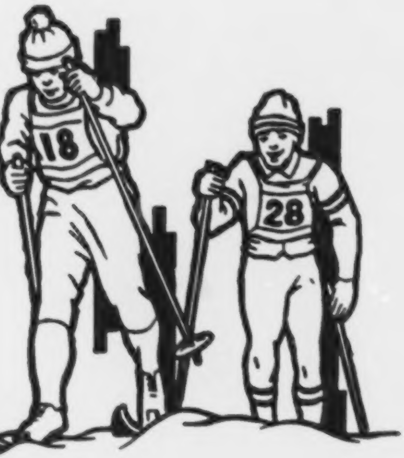


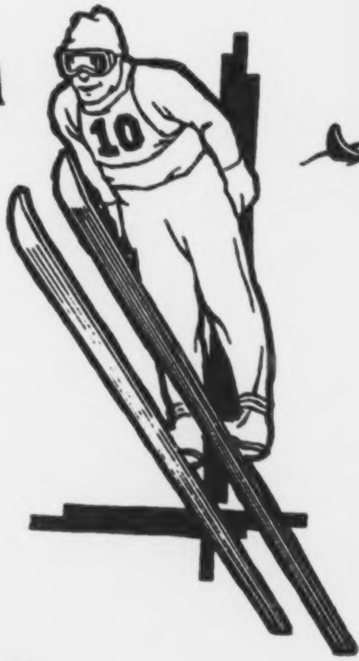


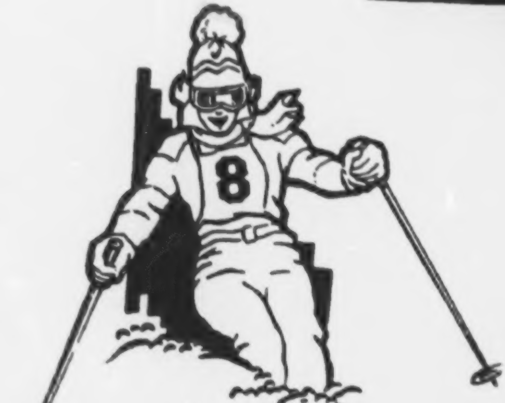


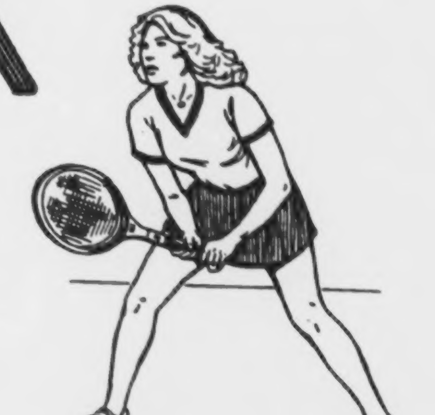
**Which of these sports are part of the Winter Olympics?
Circle your guesses.**











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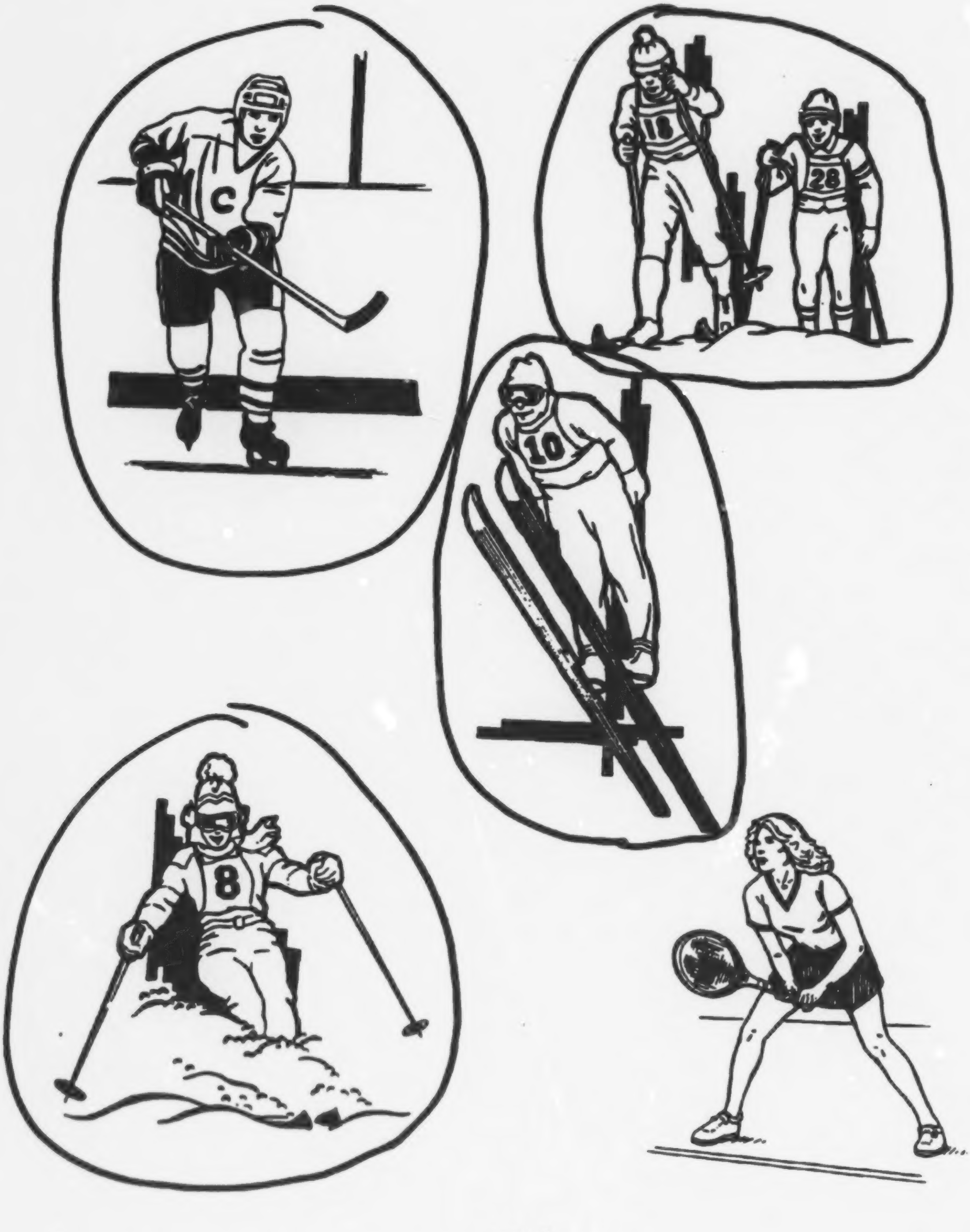
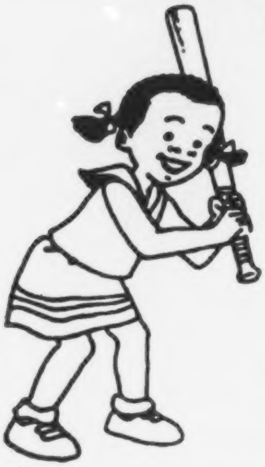
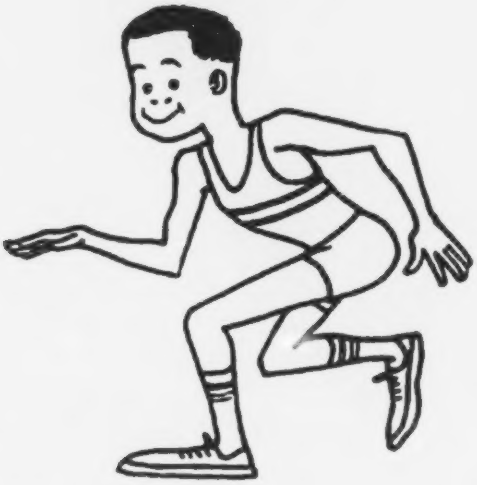
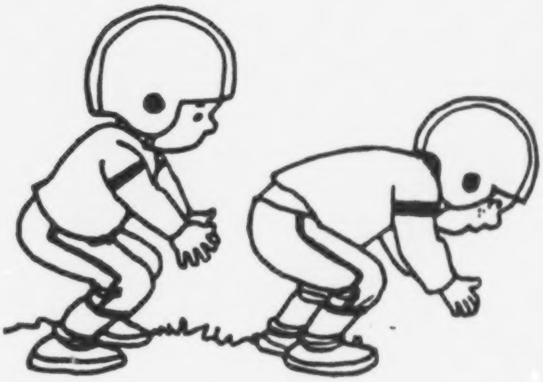
Circle yur guesses.

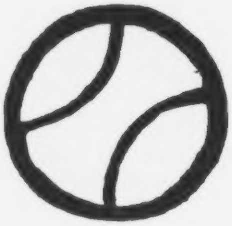


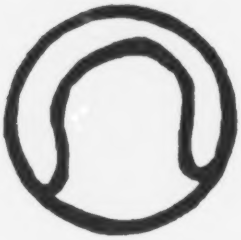
These children are getting ready to play a sport. Draw a line to match each picture with the equipment each person needs.

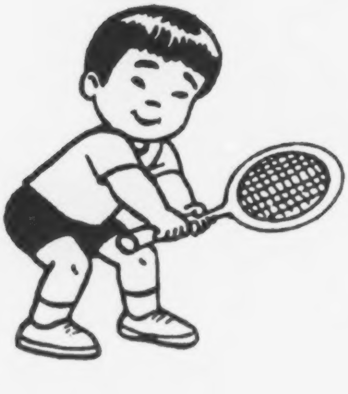


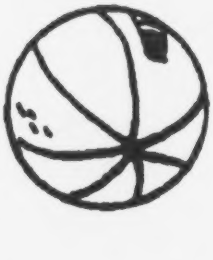


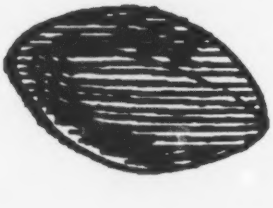












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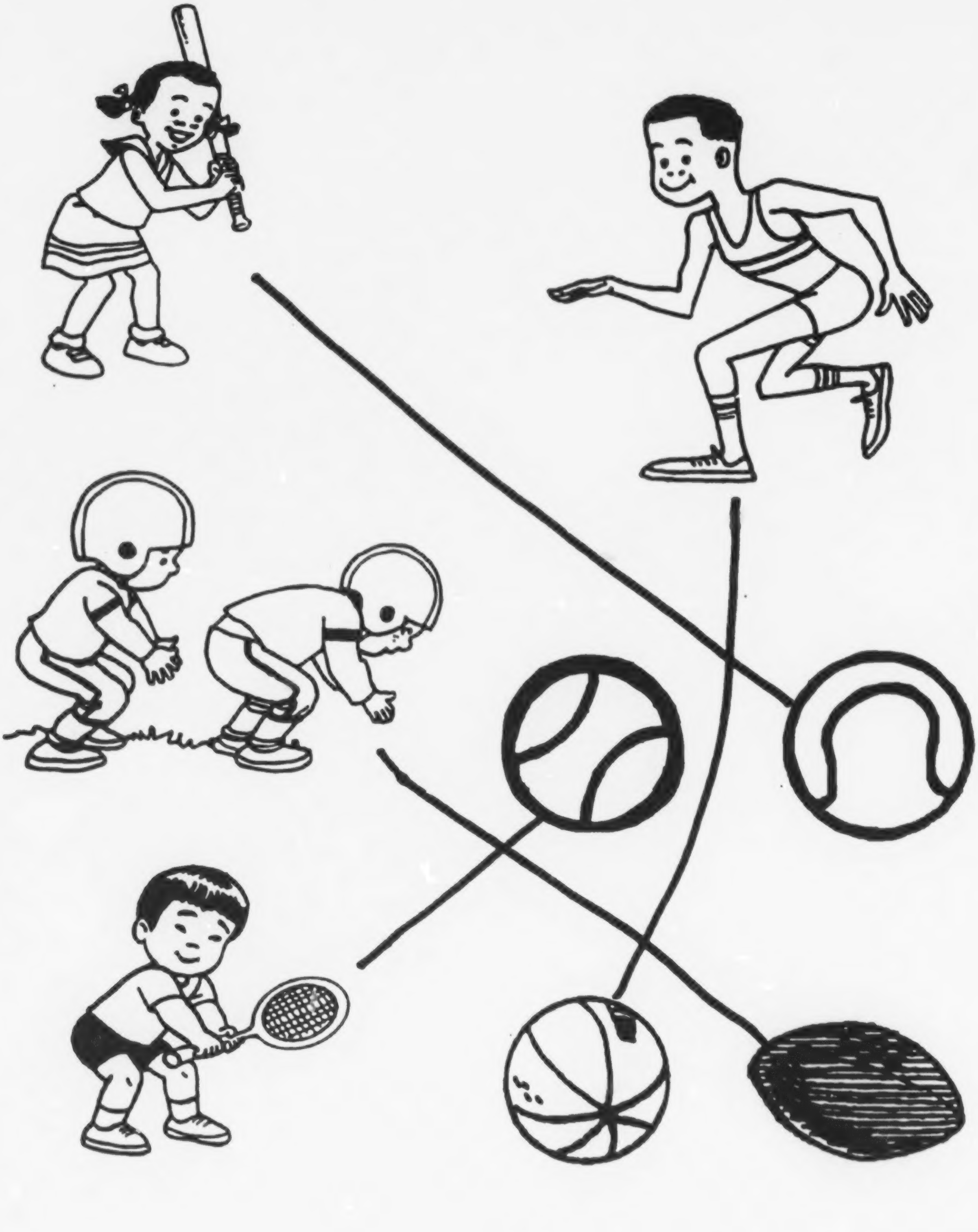

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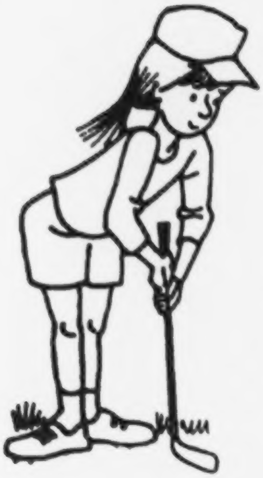

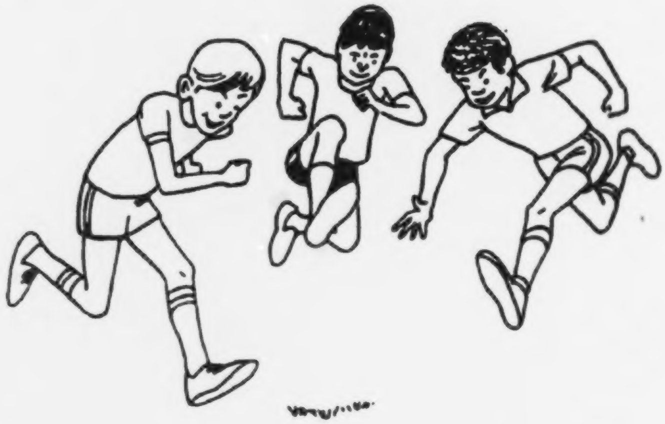

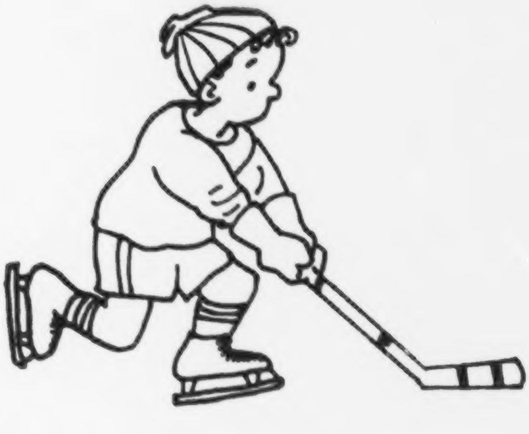

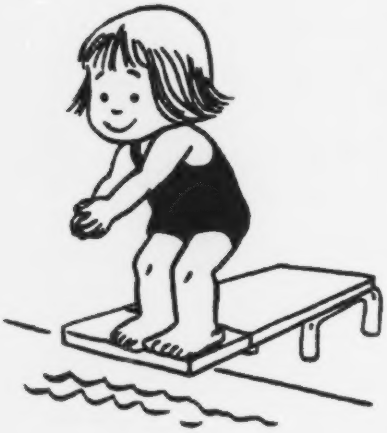

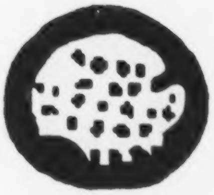

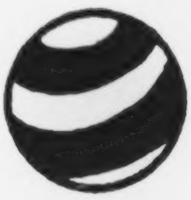

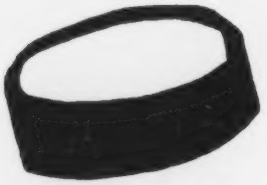

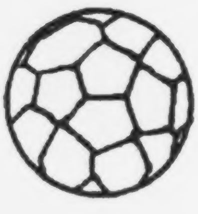

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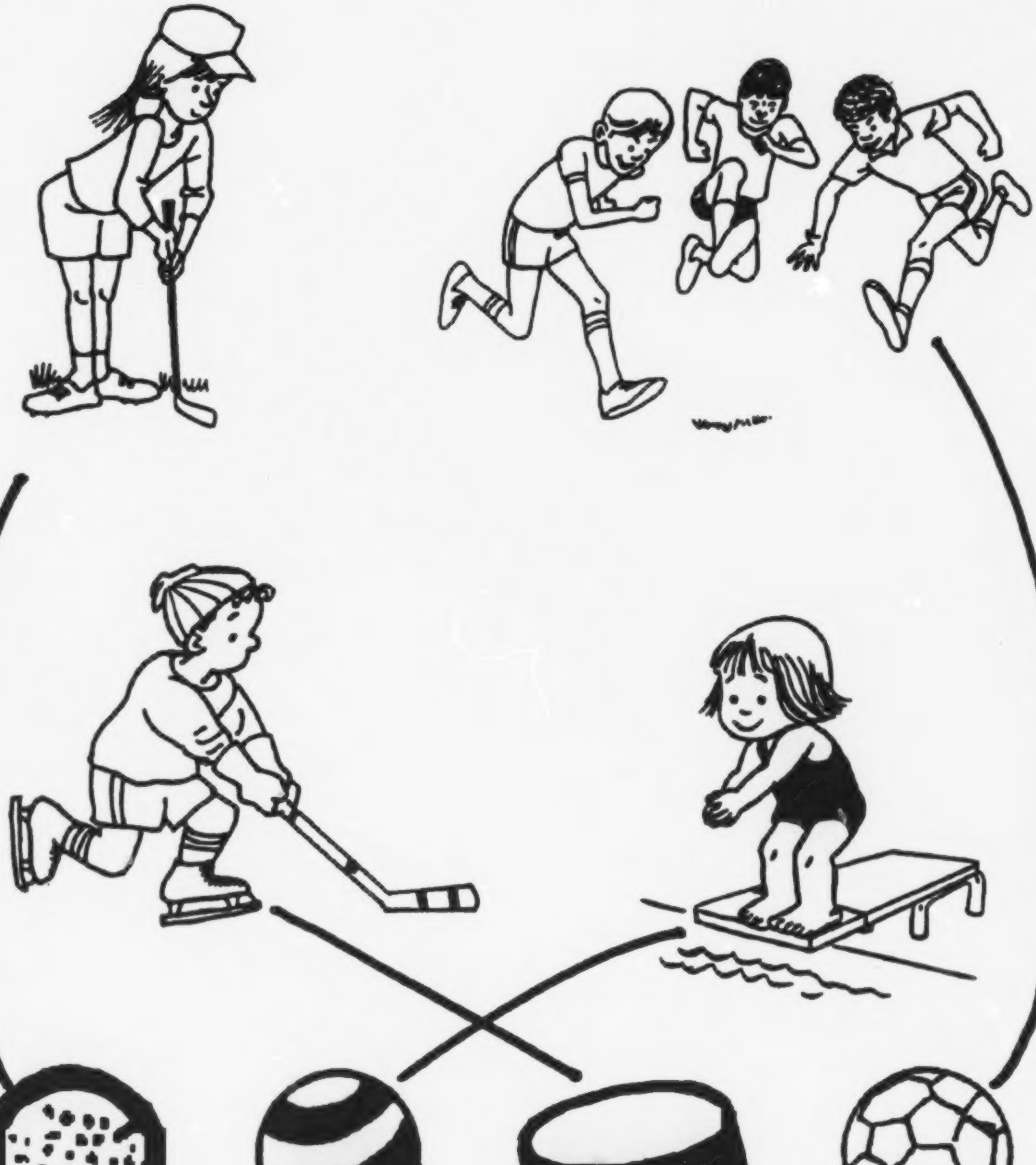
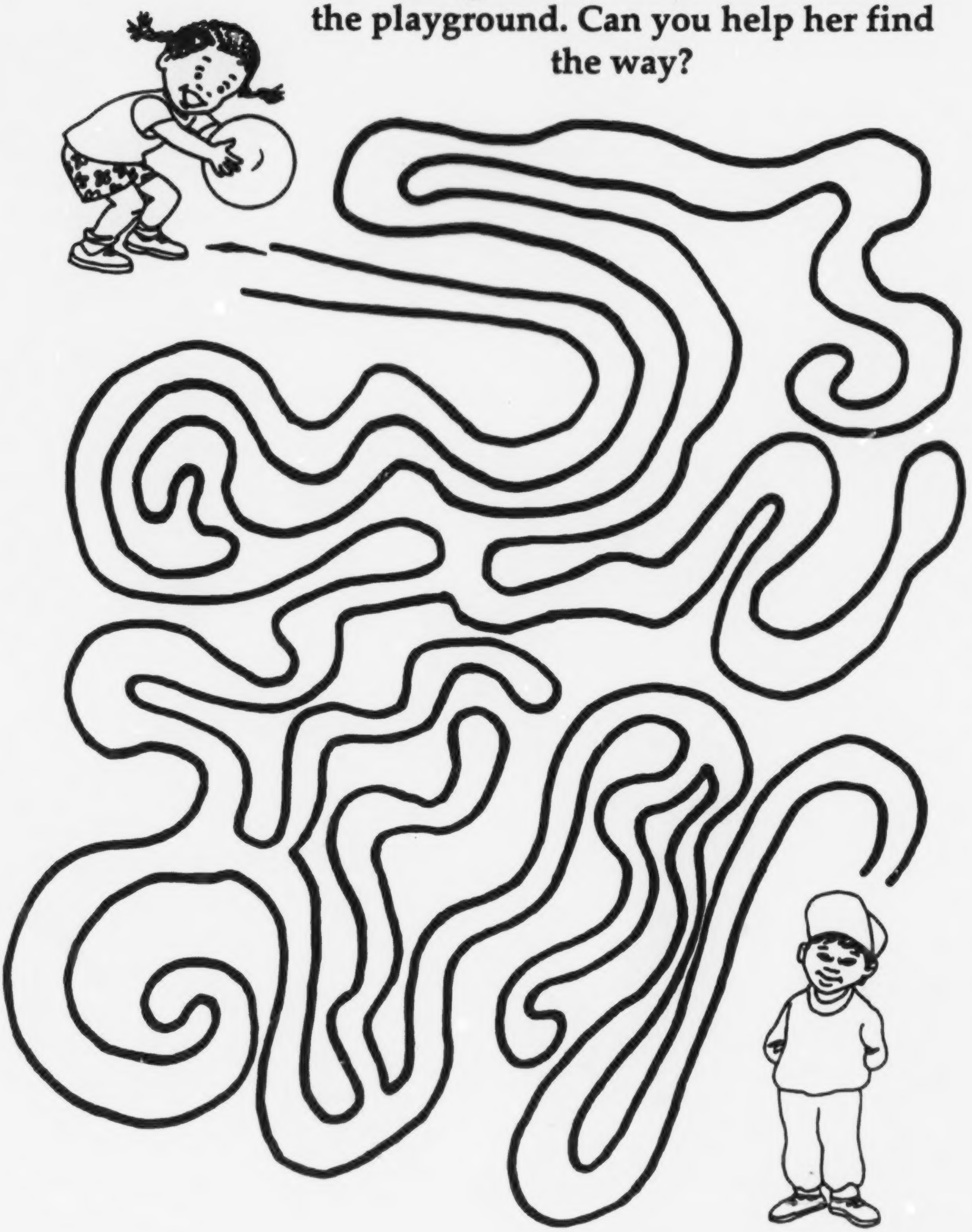


This little girl wants to join her friend at the playground. Can you help her find the way?



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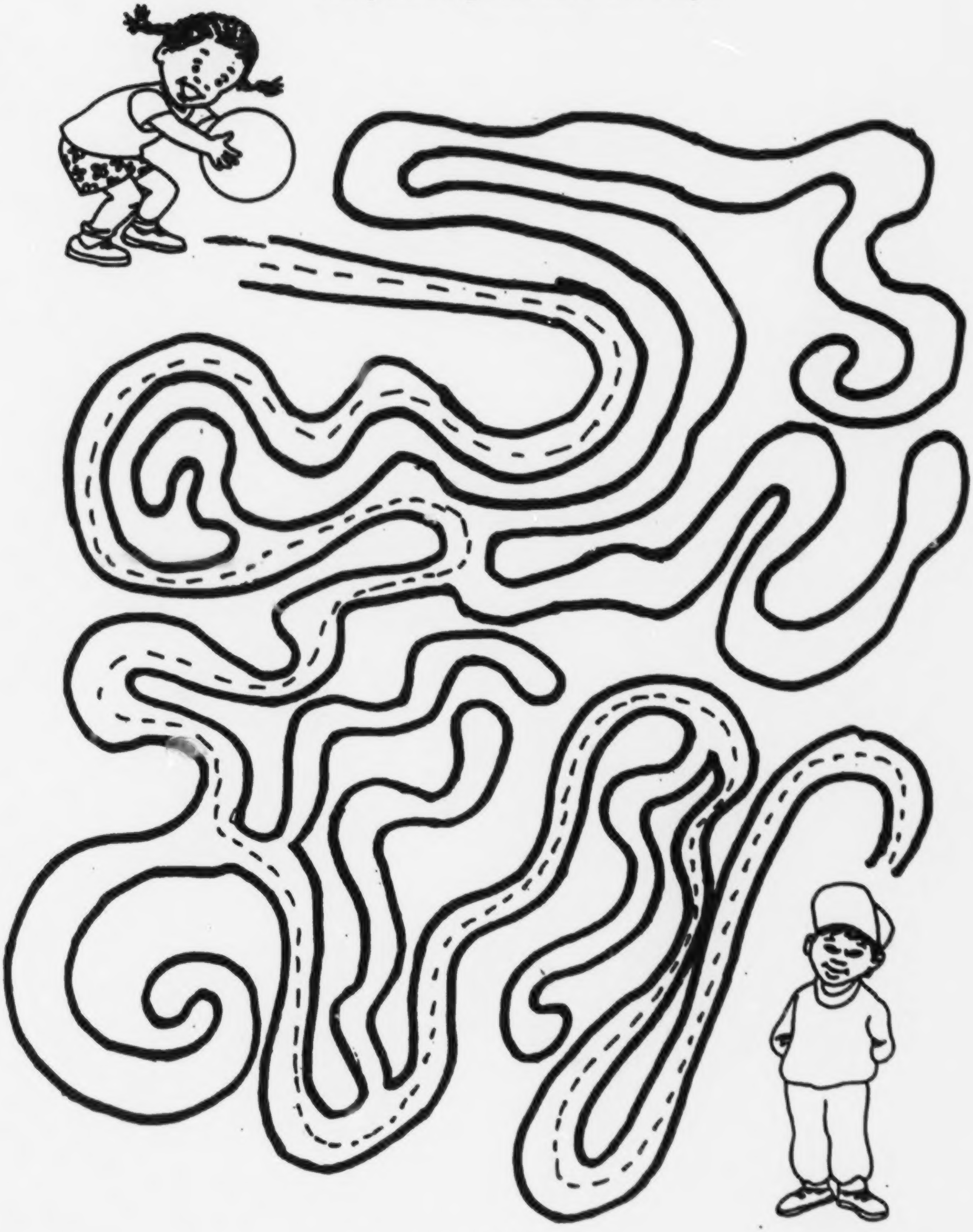

MULTICULTURAL CELEBRATIONS

CHILDREN AROUND THE WORLD

A Program for Preschoolers

The Olympics theme offers a great opportunity to celebrate cultural diversity in your community. This could be set up as a series of programs highlighting famous holidays from countries around the world. Some examples include **Chinese New Year,** celebrated on the first day of the lunar calendar (January 21 - February 19) in China; **Kwanzaa** which is celebrated by African - Americans in December; the **Red Earth Powwow,** the largest gathering of North American Indian nations which takes place annually in June in Oklahoma City, **Tanabata, the Star Festival,** held on July 7-8 in Japan; **Children's Day,** held each May 5th in Korea; and the **Songkran Festival, National Fish Release Day,** held each April 13 in Thailand.

Another approach would be to focus on "visiting' one of the seven continents during a 7 - week series of programs. Customs, games, crafts, ethnic snacks, and stories or folktales from a different country or continent could be featured each week. Don't overlook people from various cultures in your community - they can be valuable resources and may be willing to share artifacts customs, recipes, and other information about their cultures with the children. At the first program, a passport could be issued to each child, which is then stamped each week as the children "travel" around the world.

MULTICULTURAL RESOURCES

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Bond, Jules. *Recipes From Around the World*. Barron's, 1984.

Cooper, Terry Touff.*Many Friends Cooking*. Philomel, 1980.

Menzel, Peter. *Material World*. Sierra Club Books, 1994.

Miller- Lachmann, Lyn.*Our Framily, Our Friends, Our World*.Bowker, 1992.

Milord, Susan. *Hands Around The World: 365 Creative Ways to Build Cultural Awareness And global respect*. Williamson, 1992.

Nelson, Annabelle. *The Learning Wheel: Ideas And Activities For Multicultural And Holistic Lesson Planning*. Zephyr Press, 1994.

Terzian, Alexandra M. *The Kids' Multicultural Art Book*. Williamson, 1993.

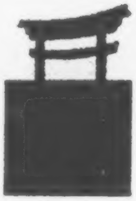
TANABATA - A JAPANESE CELEBRATION

Display

Create a Japanese setting by rolling a 36" wide roll of butcher paper out and attaching it to one wall with tape. Stretch it around 2 tables or chairs and attach it to another wall to make an enclosed space. (Explain to children that traditional Japanese homes have paper walls.) Set up low tables and cushions or paper mats inside and hold storytime inside this space. Create a special place of beauty, or TAKONOMA, by placing a flower arrangement on a low table and perhaps hanging a scroll painting on the wall. (Tell children that IKEBANA, the Japanese art of flower arranging, is a 500 year-old tradition.) Other possible props to display would be:

-kimona and sash for OBI
-chopsticks
-lacquerware
-paper fans
-rice bowls
-kabuki hand puppets
-kokeshi dolls
-robot
-spinning tops
-teapot and small teacups without handles

SAMPLE PROGRAM OUTLINE



Read:

Umbrella by Taro Yashima

Sing:

Ame, Ame (Rain Song) (See: *Wee Sing Around The World* by Pamela Conn Beall, page 57.)

Story:

Tell the children about the legend of **Tanabata.** (See: *This Way To Books* by Caroline Feller Bauer, pages 83-84.) This story would be great on the flannel board.

Discuss how Japanese children traditionally print their wishes on paper strips and hang them from branches during the Tanabata Festival. You might want to write some of the children's wishes out on a large piece of butcher paper or poster board and display it. Or do as they do in Japan and write the wishes onto paper strips and hang them from a branch that you could put into a bucket of sand for display.

Read:

When You Wish Upon A Star by Ned Washington
(Opt: Play the cassette as you show the pictures and sing along.)

Poem:

Star light, star bright
First star I see tonight .
I wish I may, I wish I might
Have the wish I wish tonight.

Read:

How My Parents Learned to Eat by Ina Friedman

Discuss chopsticks and let children come up and try them. Have small cups of rice for them to use to practice with.

Or, have a tea party. Sit on cushions around low tables. Prepare weak green tea or herbal tea . Be sure it is not too hot! Pour from teapot into Japanese - style teacups. (Perhaps these could be borrowed from a local restaurant.) Serve with small rice cakes.

Multicultural Celebrations

Crafts

TANABATA STARS

Materials:

- Two paper stars (precut) per child
- Ribbon or crepe paper cut into 10" lengths in green, yellow, red, white, and purple. (These are the colors that shine from stars)
- Straws (one per child)
- Glue
- Crayons, Markers, Glitter

Directions:

1. Have children color and decorate their 2 stars with glitter.
2. Glue ends of 3-5 pieces of ribbon or crepe paper strips onto the undecorated side of one of the stars.
3. Put glue all over the back of the star and place the other star on top of it.
4. Staple a straw onto the star so that children can use the straw as a handle and twirl the star in the air.

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for

TANABATA (JAPANESE STAR FESTIVAL)

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Friedman, Ina R. HOW MY PARENTS LEARNED TO EAT. Houghton Mifflin, 1984.

Kalman, Maira. SAYONARA MRS. KOCKELMAN. Viking Kestral, 1989.

Paterson, Katherine. THE TALE OF THE MANDARIN DUCKS. Lodestar, 1989.

Pittman, Helena Clare. THE GIFT OF THE WILLOWS. Carolrhoda, 1988.

Say, Allen. GRANDFATHER'S JOURNEY. Houghton Mifflin, 1993.

Washington, Ned. WHEN YOU WISH UPON A STAR. Green Tiger, 1987.

Yashima, Taro. SEASHORE STORY. Viking, 1967.

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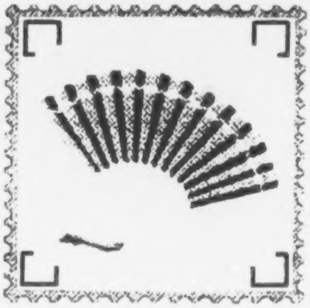


Multicultural Craft

MAKING JAPANESE FANS

MATERIALS: Use the famous print by Katsushika Hokusai entitled "Hollow of the Wave off the Coast of Kanagawa" from the "Thirty-six Views of Mount Fuji" series (c. 1829-33) (copied from *Japanese Art: Masterpieces in the British Museum* by Lawrence Smith) included with this activity; or use any appropriate Japanese print to make 8 1/2 x 11 or larger copies. Also needed are crayons and a stapler. Popsicle sticks, tongue depressors, or other comparable items are optional for use as handles to attach to the finished fans.

PROCEDURE: 1.

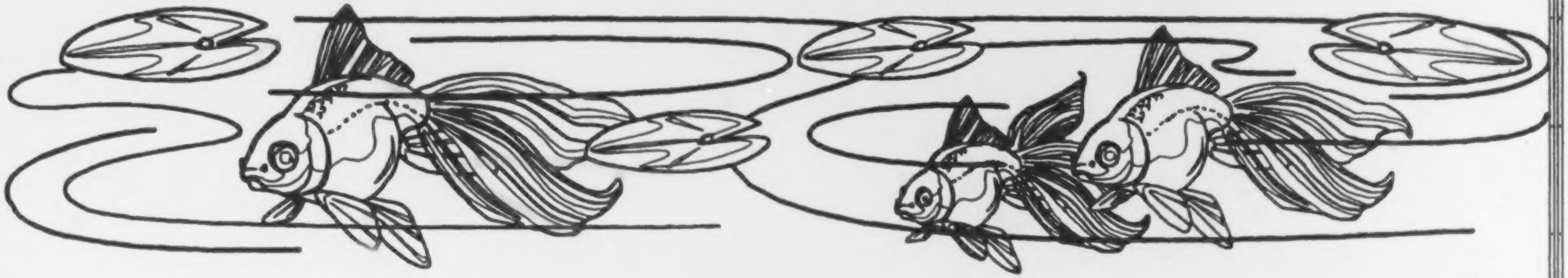
1. Give the children a copy of the print selected and let them color it.

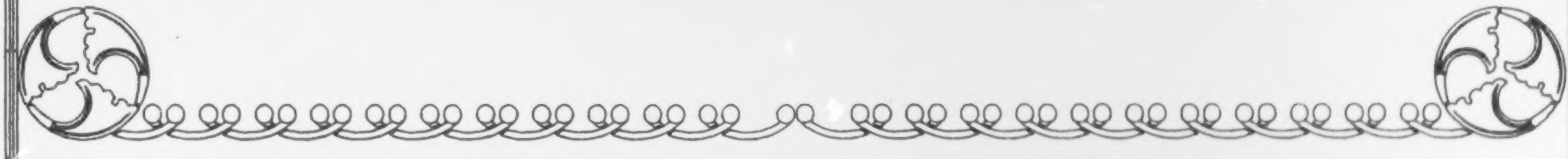
2. Next, demonstrate how to make "accordion" folds by first making one narrow fold and then flipping the paper over to make another fold of the same width as the first, but folding in the opposite direction. Continue folding back and forth until the end of the paper is reached.

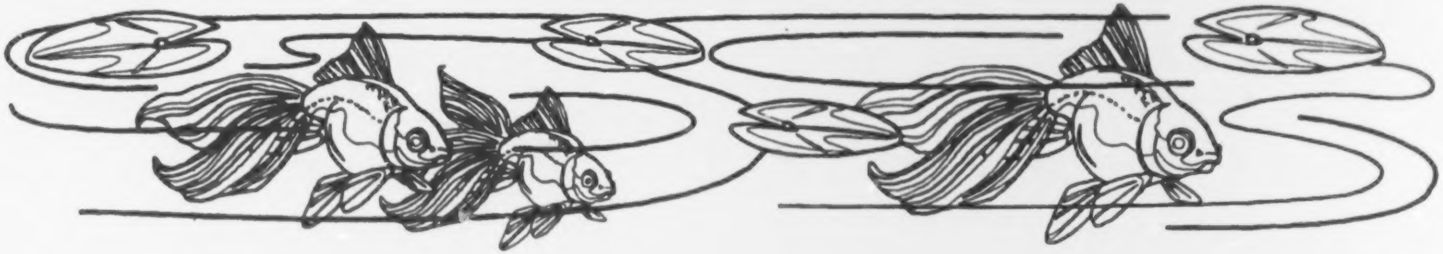
3. Last, let the top of the paper go while still holding the bottom. Fold up the bottom and staple once or twice. And, voila, it's time for a cool breeze!

*NOTE: Reversible fans can be made by putting pictures on both the back and front of the pages for the children and asking them to color both.

Smith, Lawrence. *Japanese Art: Masterpieces in the British Museum* New York: Oxford University Press, 1990.







Japanese Fan Design
Designs from Printshop Deluxe

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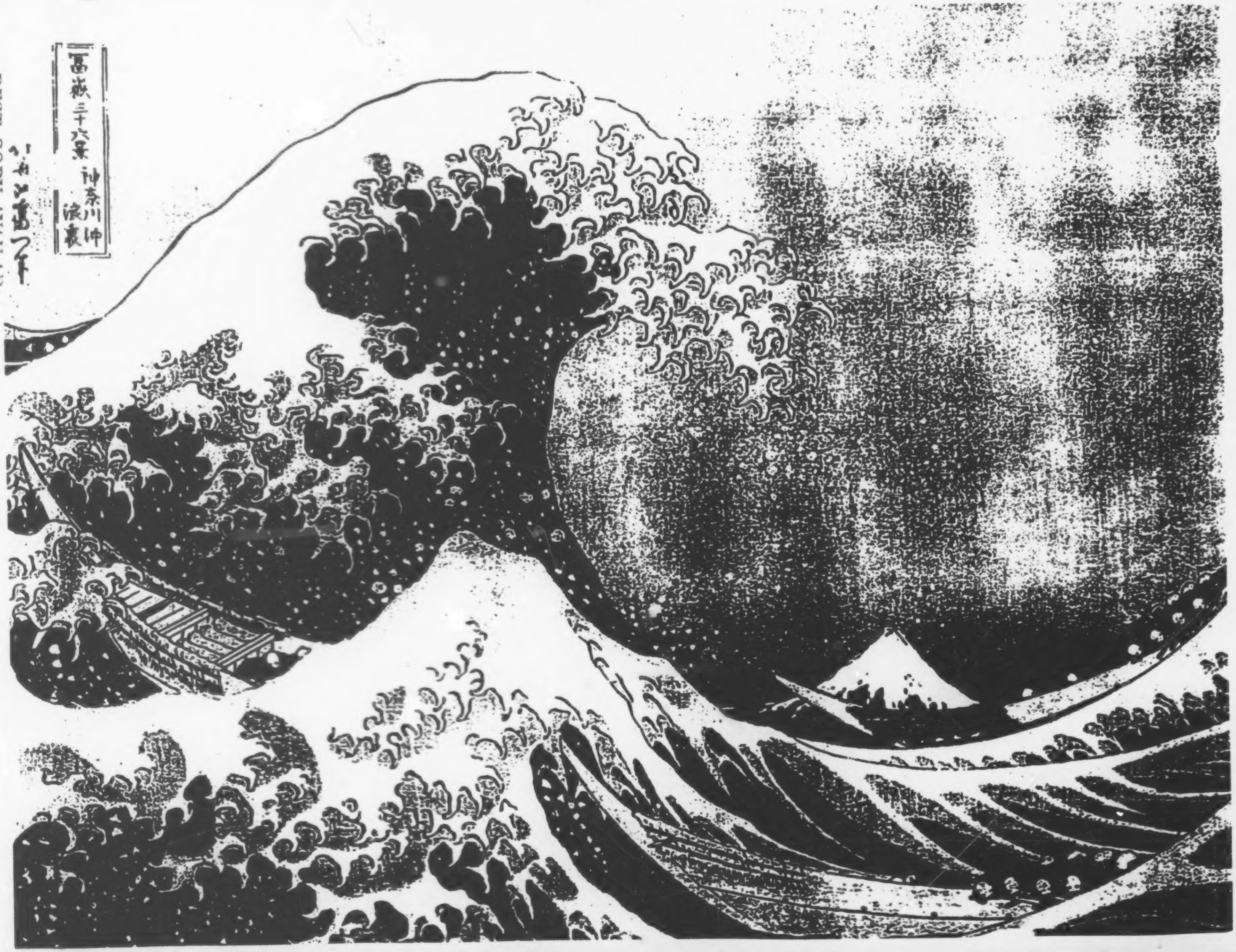
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MULTICULTURAL CELEBRATIONS

CRAFTS

TRACING AND COLORING BODIES

MATERIALS:

- 30" by 48" pieces of butcher paper or newsprint
- Pencils
- Crayons
- Large, smooth floor space

DIRECTIONS:

1. Have children lie down on the paper, face up, and trace around them. Those children who are able to may trace around each other.
2. Have children color in their eyes and hair.
3. Talk about ways we are the same and ways we are different: body parts, height, hair color and length, eye color.

CRAYON MURAL[1]

MATERIALS:

- Long piece of newsprint from roll
- Crayons
- Large smooth floor to work on and a wall to hang the mural on.

DIRECTIONS:

- Have the children draw pictures about peace, family, and our world on the newsprint.
- Encourage them to work together on their pictures.

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[1] (Adapted from *Pass It On*, Fremont Presbyterian Church, Sacramento, California, in *Helping Families CARE*, by James McGinnis, 1989.)

CULTURAL DIVERSITY

CRAFTS

STRING PAPER DOLLS:

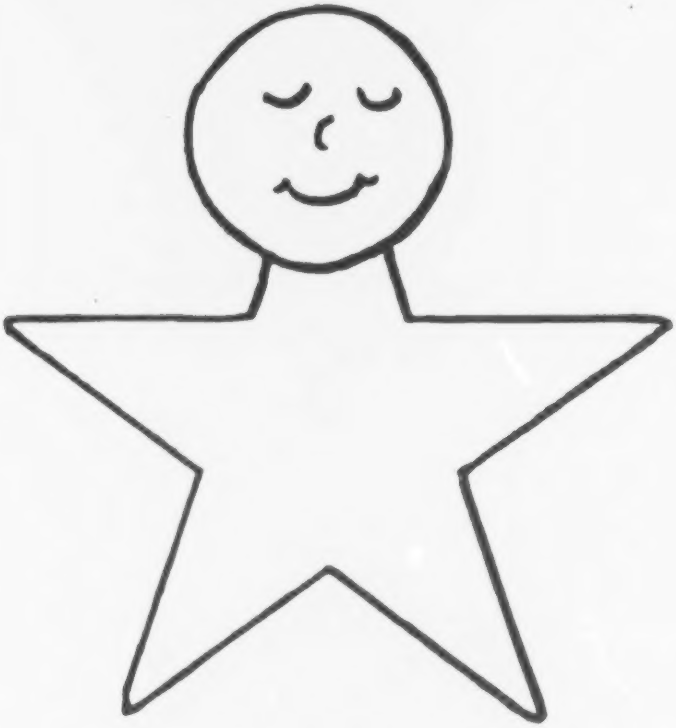
MATERIALS FOR EVERY 30 CHILDREN:

- Paper dolls cut out of construction paper with a hole punched in the top large enough to put yarn through. Cut out in the following proportions, representing the number of all the people of the world:

17 Yellow (Asia)
8 White (4 European, 2 Russian, 2 North American)
3 black (African)
2 brown (Latin American)

DIRECTIONS:

- Divide the paper dolls among the children.
- Have the children come one at a time to string the dolls onto the yarn. Consider knotting the yarn between the dolls to keep them apart..



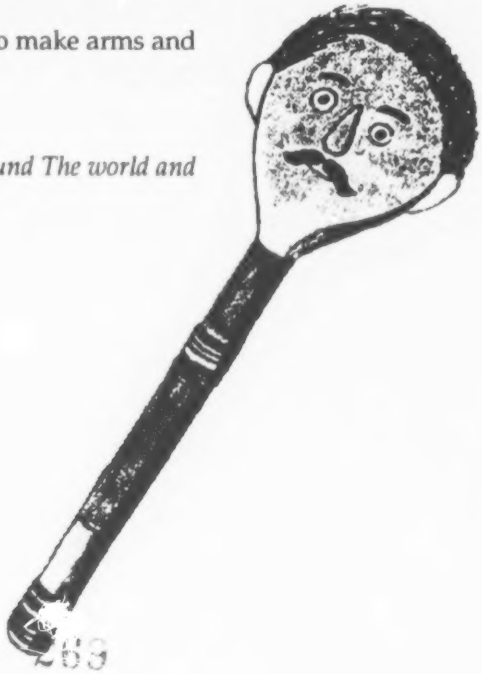
WOODEN SPOON DOLLS FROM YUGOSLAVIA[2]

MATERIALS:

1 wooden spoon for each child: bits of colored cloth, braid, felt, sequins, colored pipe cleaners; tempera paint; Duco-type cement or white glue.

DIRECTIONS:

1. Paint a face in the bowl of the spoon—or on the back.
2. Use felt (or yarn or poly-fill, etc.) for hair.
3. Cover the handle with pieces of colored cloth or braid or felt in any design desired. Glue materials to the handle.
4. Use sequins for buttons.
5. Use scraps of felt for ears and nose.
6. Twist pipe cleaners on to make arms and legs.



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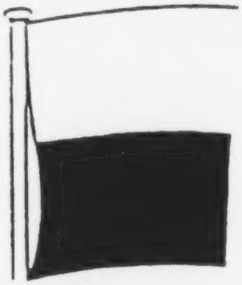
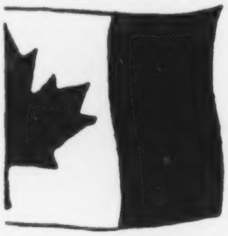
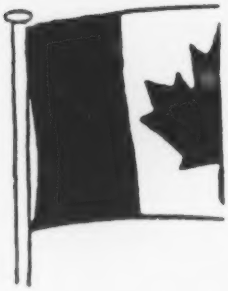
[2] Joseph, Joan. *Folk Toys Around The world and How To Make Them.*

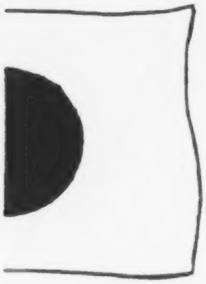
MATCH THE FLAGS

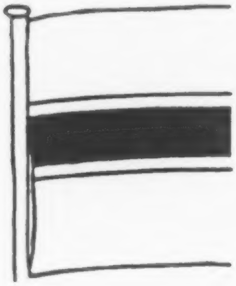
Draw lines to match the two halves of each flag.

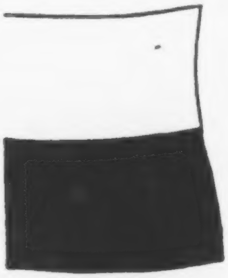


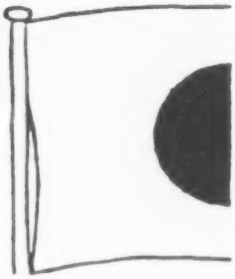


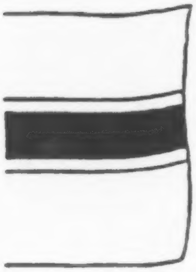












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Multicultural Celebrations

Preschool

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AFRICAN CULTURE

DISPLAY

Materials Needed:
- blue & green or brown art paper
- glue
- large felt tip marker
- Swahili words
- cardboard box
- tinfoil
- animal shapes

1. Cover bulletin board with blue art paper.

2. Cut simple shape of African continent (as large as will fit your board) from brown or green art paper and attach it to center of board.

3. Cut a shield shape from corrugated cardboard. Cut the shape of an animal such as an antelope from cardboard and glue to center of shield. You may also cut other simple shapes. Cover the whole thing with tinfoil and press firmly into place (the shapes will appear raised like carvings). Take a large black "Marks-A-Lot" marker and go over the tinfoil. Black shoe polish used to work for this, also.

4. In the "Making African Prints section" of this manual there are animal shapes that can be copied and cut out to attach around the continent shape.

5. From a book such as *Jambo Means Hello* by Muriel Feelings, you can find some Swahili words to place at various points as well.

KARIBU
JAMBO
RAFIKI

FOR THE WATOTO

MULTICULTURE CELEBRATIONS

AFRICAN CULTURE

SAMPLE PROGRAM OUTLINE

Discuss the fact that Africa is a huge continent with many different kinds of land–tall mountains, deep forest, wide grasslands, and sandy deserts; and is the home of many different groups of people called tribes. *Afro-bets First Book About Africa* by Veronica Freeman Ellis and illustrated by George Ford is excellent for providing a basic understanding and overview of the variations found among the people of Africa.

Read from:

Jambo Means Hello by Muriel Feelings and Tom Feelings

Teach the children the words "jambo" (=hello) and "rafiki" (=friend) and put them together to say "Hello, Friend" in Swahili. Ask them to say it to the children who are sitting on either side of them.

Read:

Max Found Two Sticks by Brian Pinkney

Explain the importance of drums in ceremonies and communication among African tribes. Noticing all of the different objects that Max found to drum on, let the children use their hands (sticks, if preferred) to make rhythms on their thighs, the floor, empty coffee cans with lids on them, tables, and other unbreakable objects and listen to the different sounds produced. Discuss how these differences might be used in communication.

Read:

Jafta by Hugh Lewin and Lisa Kopper and/or show the picture story *Jungle Walk* by Nancy Tafuri (or *Quick As A Cricket* by Audrey Wood and illustrated by Don Wood)

Ask the children to show how it feels to be the animals shown in these books by imitating their expressions and trying to move the way they think the animals do.

Tell the traditional story from Botswana of *How the Leopard Got His Spots* or the story riddle hen's *Observation* as a means of showing that the use of animals as characters who teach human lessons is shared in stories all over the world and versions of these stories have been told in many years. Both of these stories could be easily expanded to include the use of the flannel board.

Craft

African Printmaking

Show or read *The Fortune Tellers* by Lloyd Alexander and illustrated by Trini Shart Hyman to let the children get an idea of design elements like zig-zags, spirals, etc. that are seen in the illustration of African cloth. Animals are also important design elements in African arts and crafts.

Make animal prints using the accompanying directions.

adapted from
SIMPLE
PRINTMAKING
by Peter Weiss

MAKING AFRICAN PRINTS

A multi-cultural craft

MATERIALS NEEDED: Stencils of African animals (masters have been included with this activity or use others), watercolor paper, rubber cement, washable tempera, paint brushes.

PROCEDURE:

1. Use pictures of animals of African origin to make copies on watercolor paper or some other type of slightly heavy paper that will not tend to curl and wrinkle when painted on. Use three or four different animal shapes.

2. Cut out the animal shapes in advance and have them for the children before beginning the activity so they can be used as stencils.

3. Give each child a sheet of white watercolor of paper, a jar of rubber cement, and let each choose an animal stencil.

4. Ask the children to place the animal stencil in the center of the paper to use as a guideline and stick it on tentatively with a bit of rubber cement, (but don't glue it down permanently).

5. Next, they can make designs around the stencil with the rubber cement by using the brush and making fairly thick beads or pouring carefully directly from the jar to make spirals, zig-zags or other designs.

6. Make a painting activities center in one area (rather than giving each child paint) and let them come to that area after they have finished their designs. Have several colors of tempera ready to use and let each child chose a color to quickly paint over the whole surface of the paper including the stencil. Older children might like to try using more than one color.

7. Let the paint dry thoroughly and then let the children remove the stencil and peel away the beads of rubber cement. Prints are now finished.

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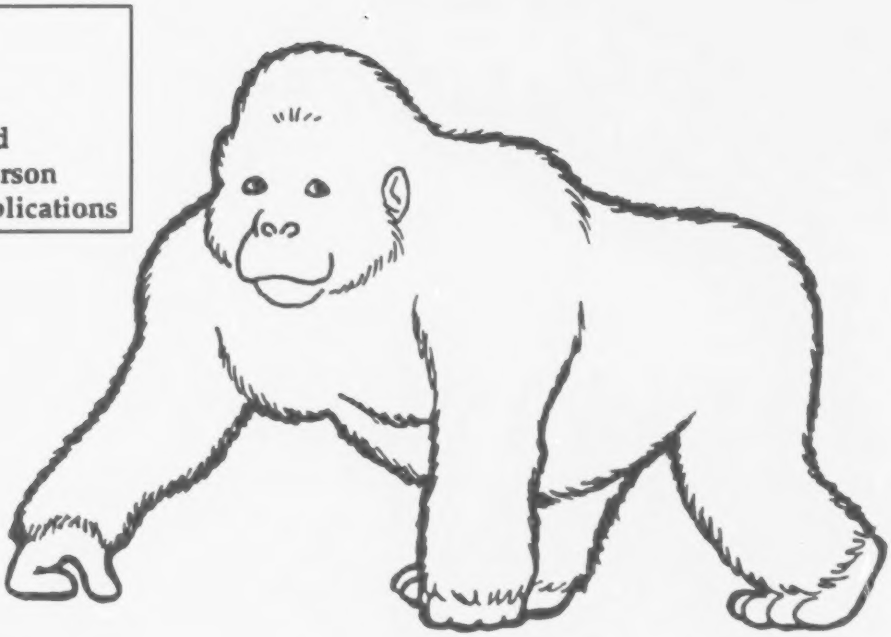
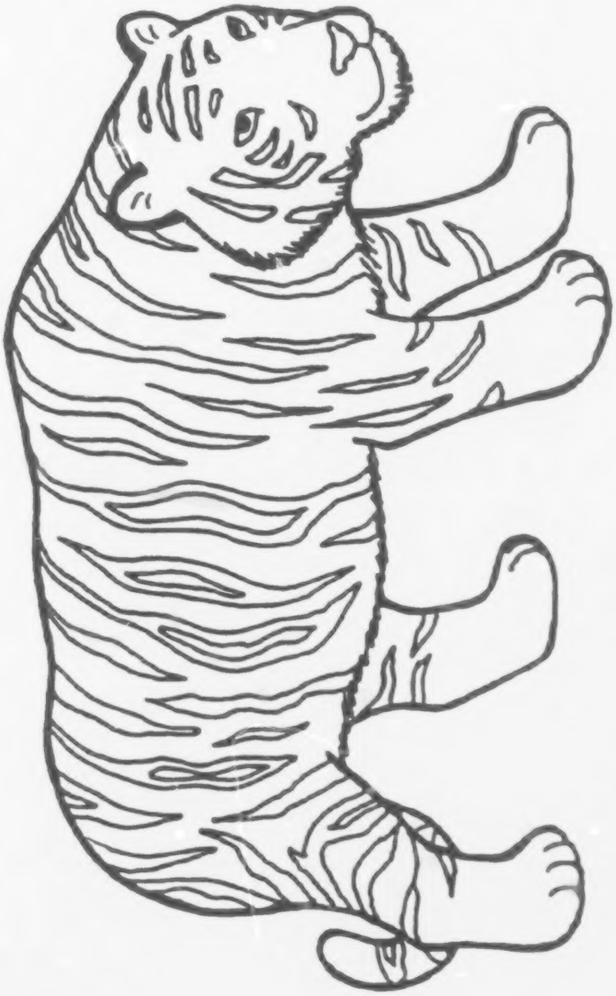
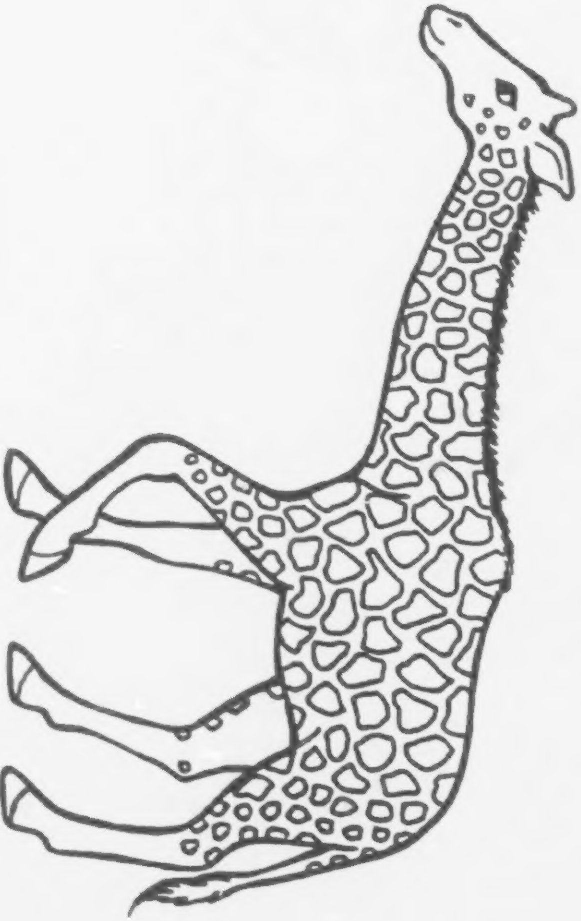
Source:
Zoo Animals
Look and Learn
by Linda Davis and
Jenny Moser-Anderson
Frank Schaffer Publications







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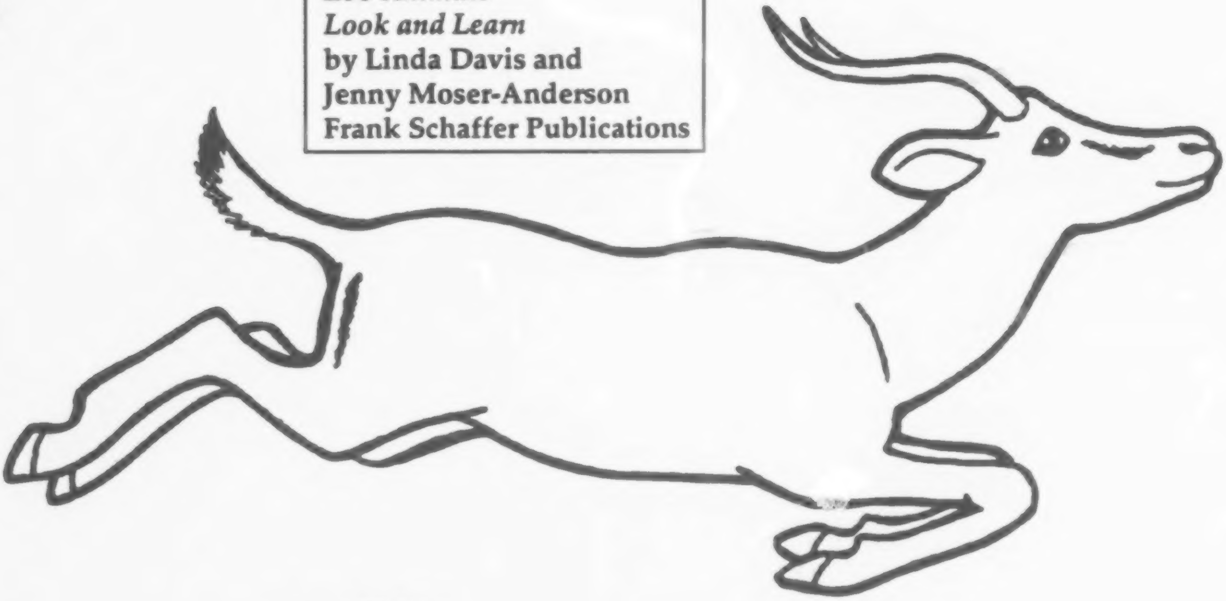
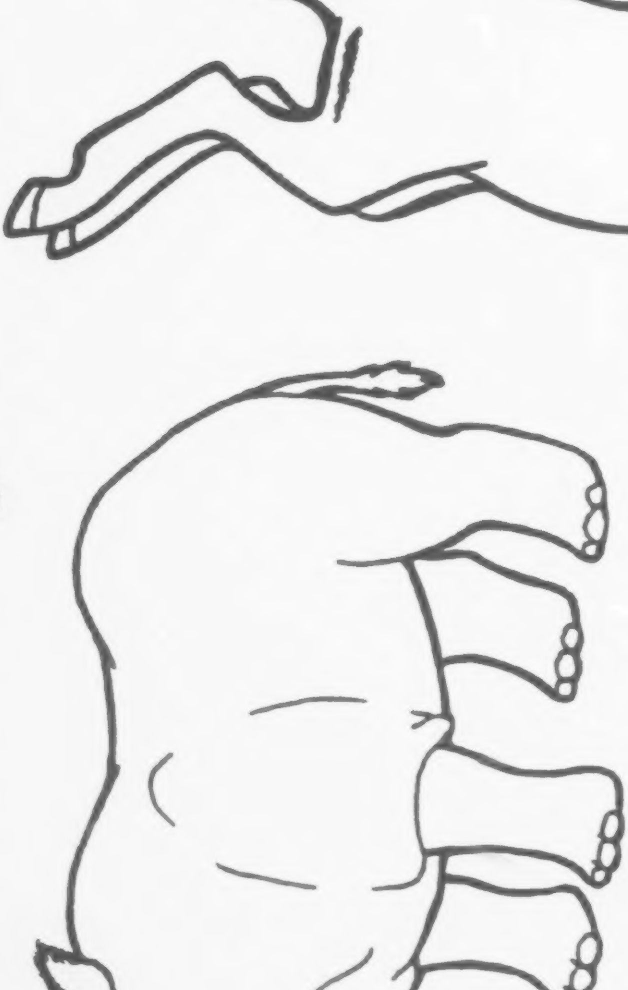
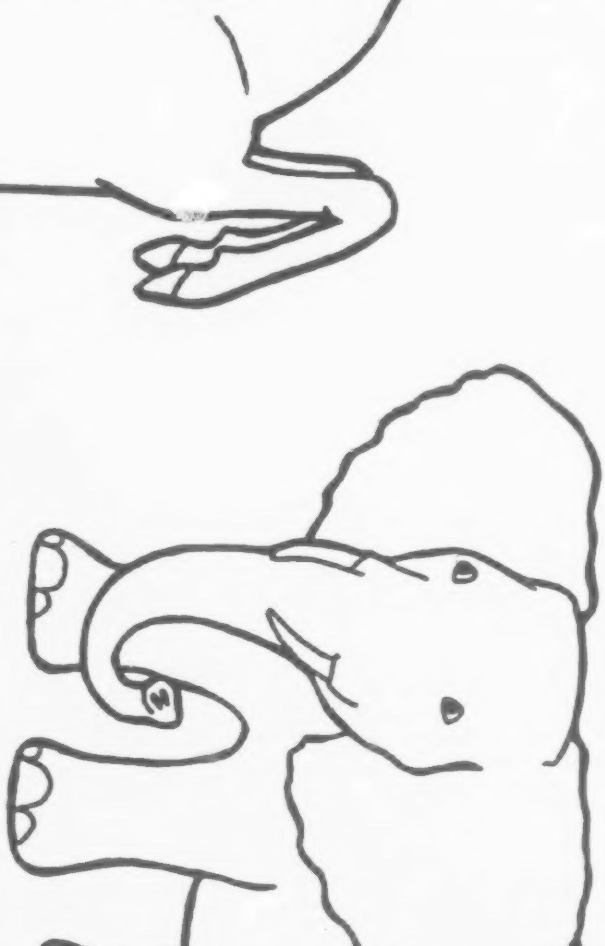






DISPLAYS AND DECORATIONS

Everyone Wins

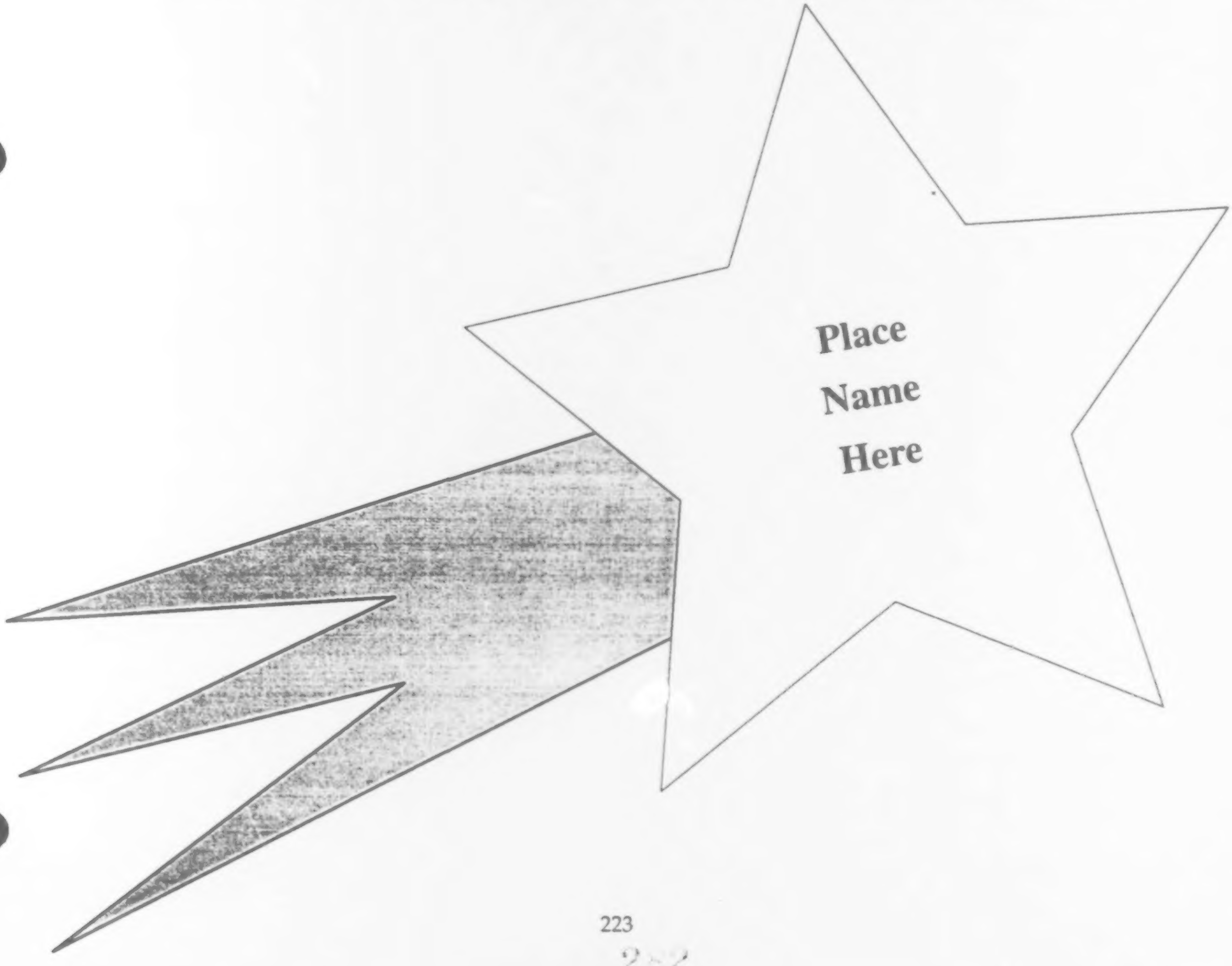
Display Idea

With the slogan "Everybody Wins . . . READ! and you are the STAR

1. Have each child make his/her own star to put up on a bulletin board or around the library. Stars can be precut and then each child can put their name on it, decorate with glitter etc., then stars can be displayed around the library.

2. OR stars could be cut, decorated by each child then put on a square of colored paper and put their hand prints and/or footprints next to their star. Put these up like the sidewalk around Mann's Chinese Theater.

3. This could be used at the beginning of the program for all who sign up or at the end for all who finish.



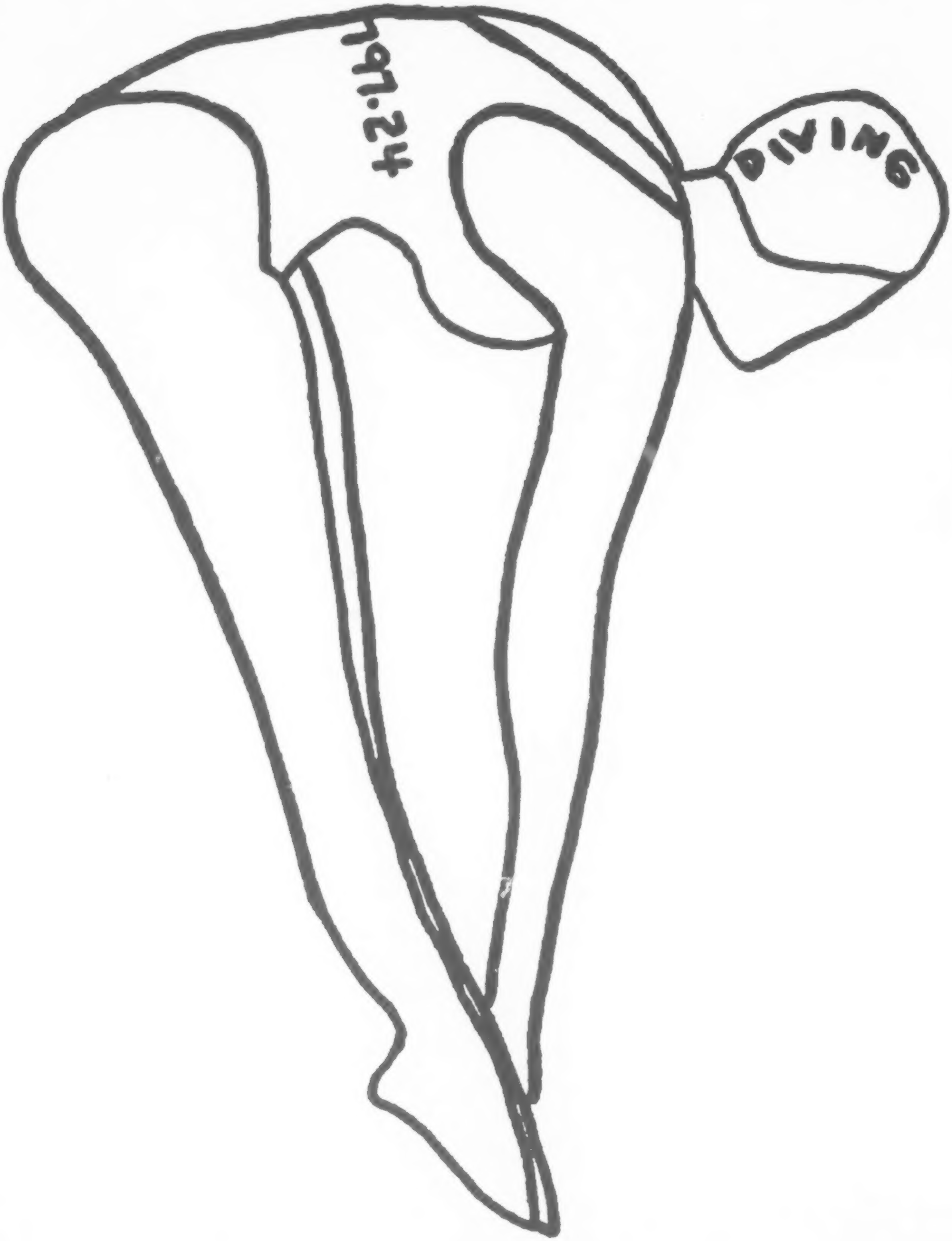
LIBRARY OLYMPICS

DISPLAYS AND DECORATIONS

Bulletin Board Patterns and Ideas

Use theme slogan with figures scattered around board as desired.

For other display ideas see the preschool and young adult chapters.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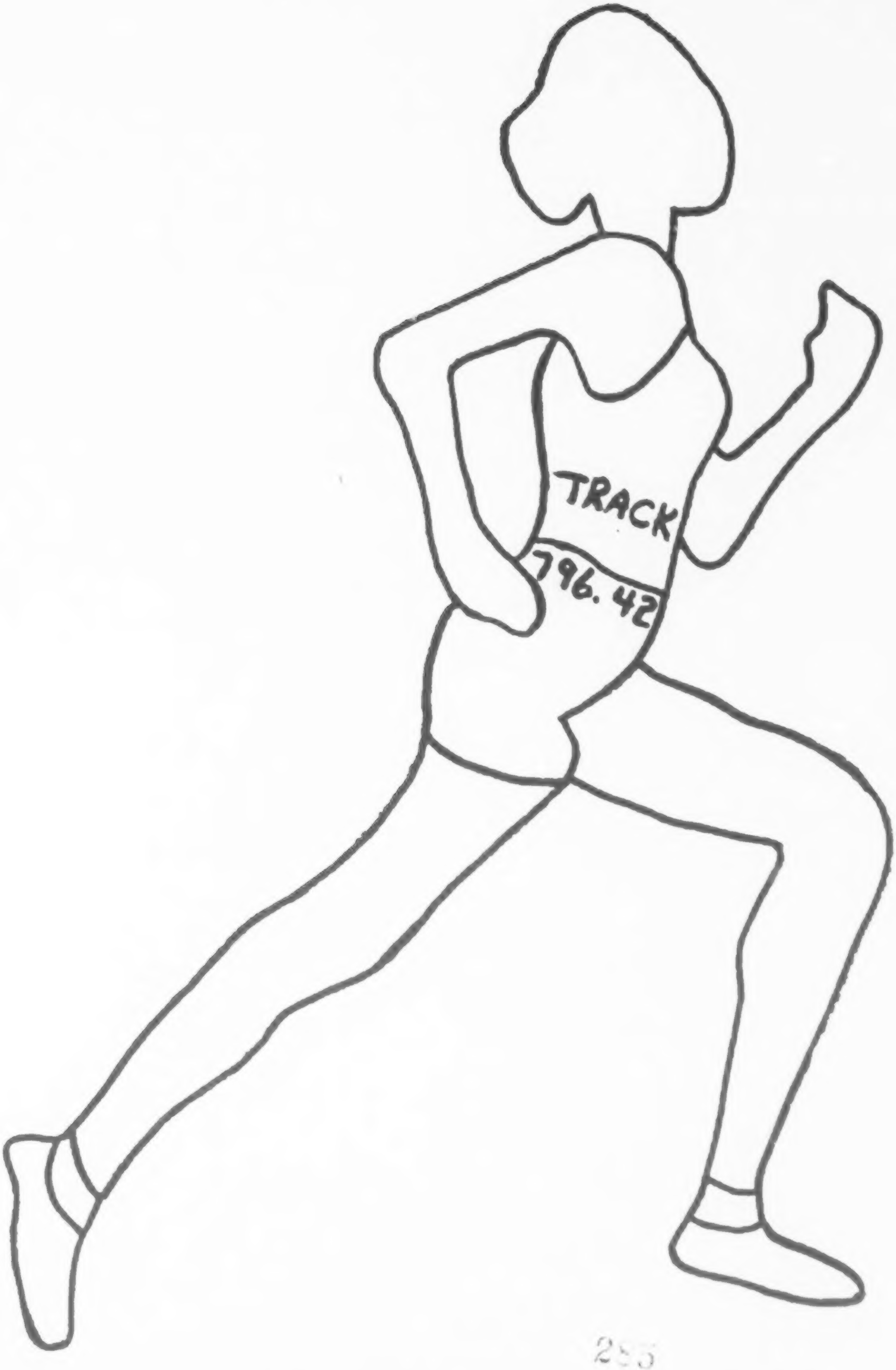
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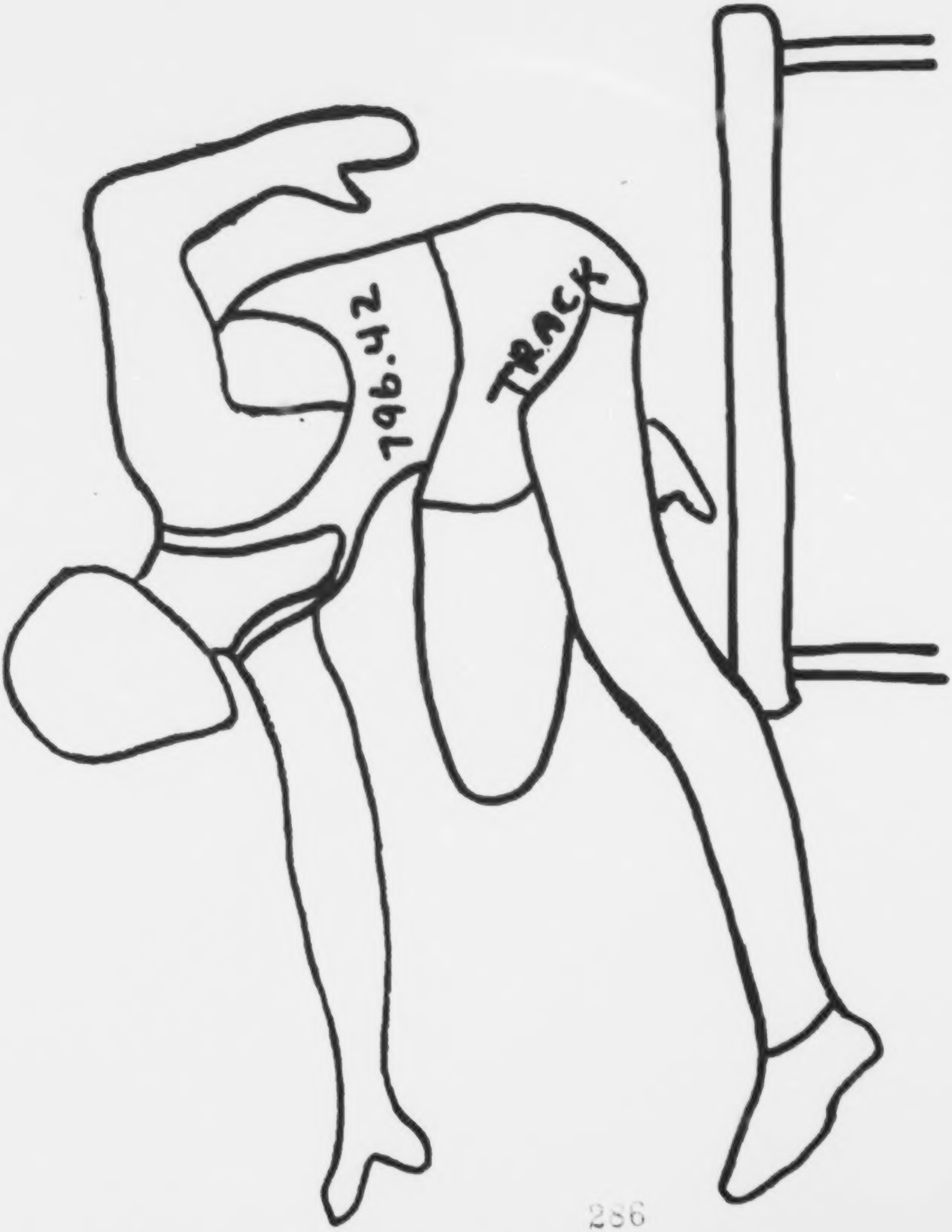
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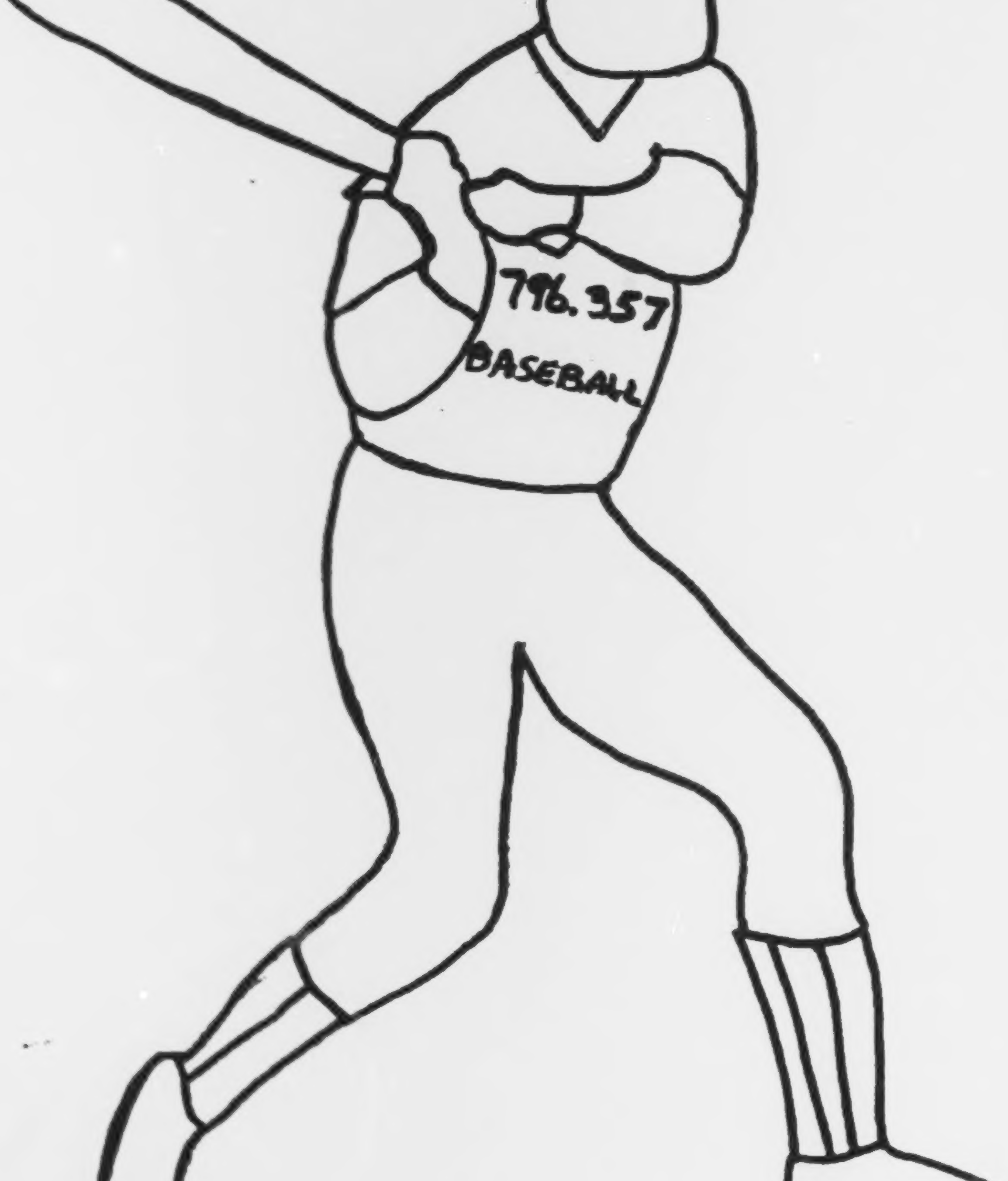
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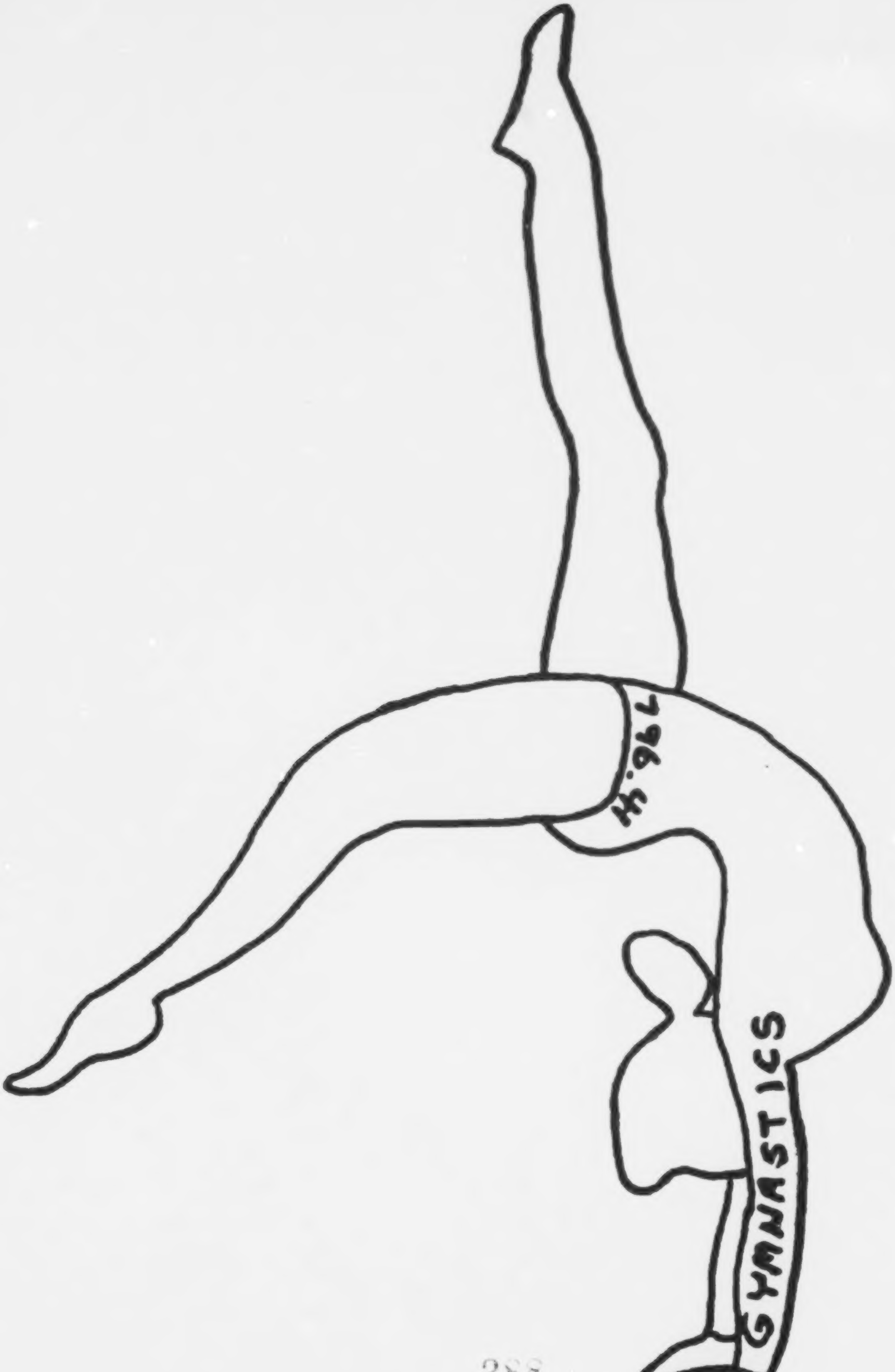
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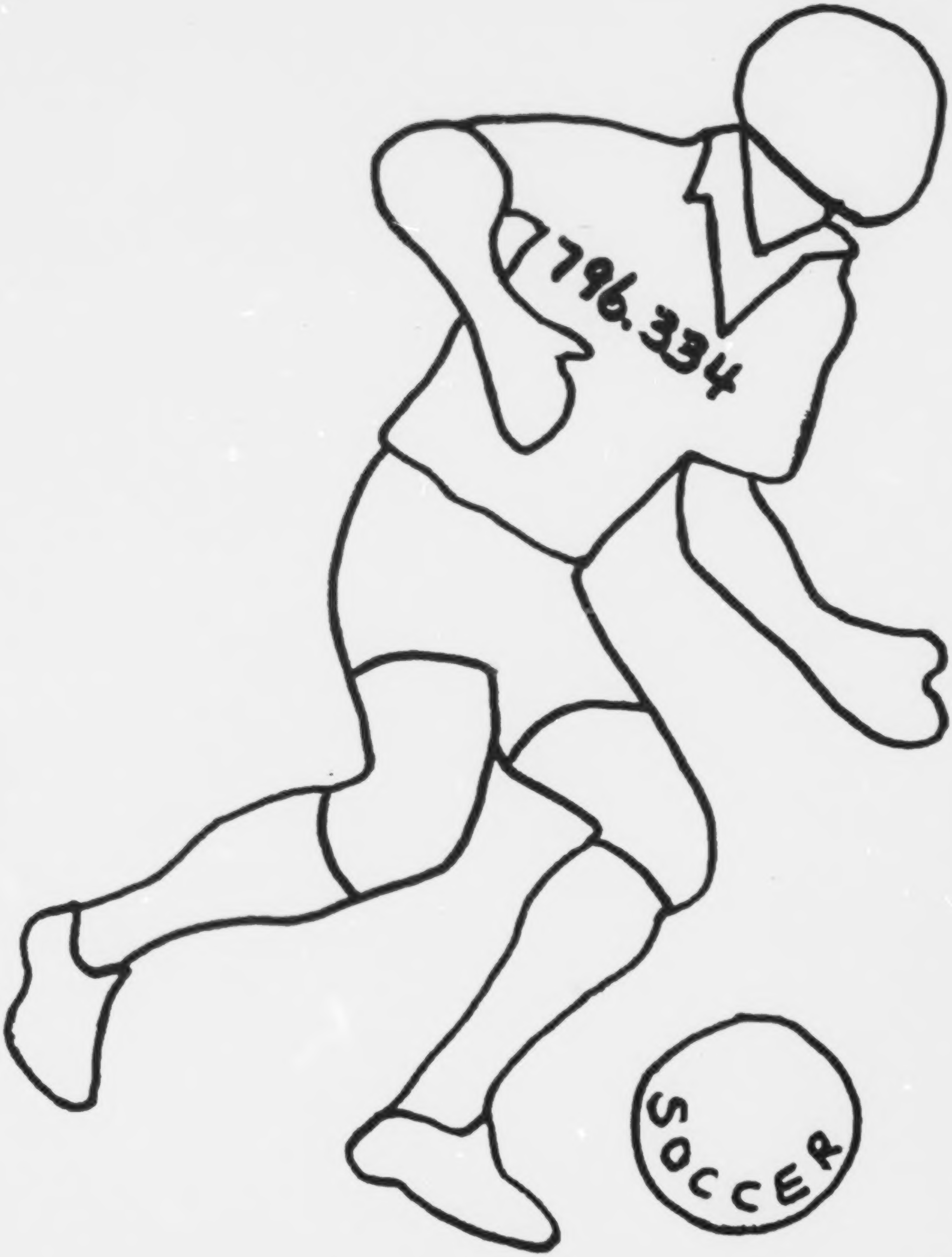
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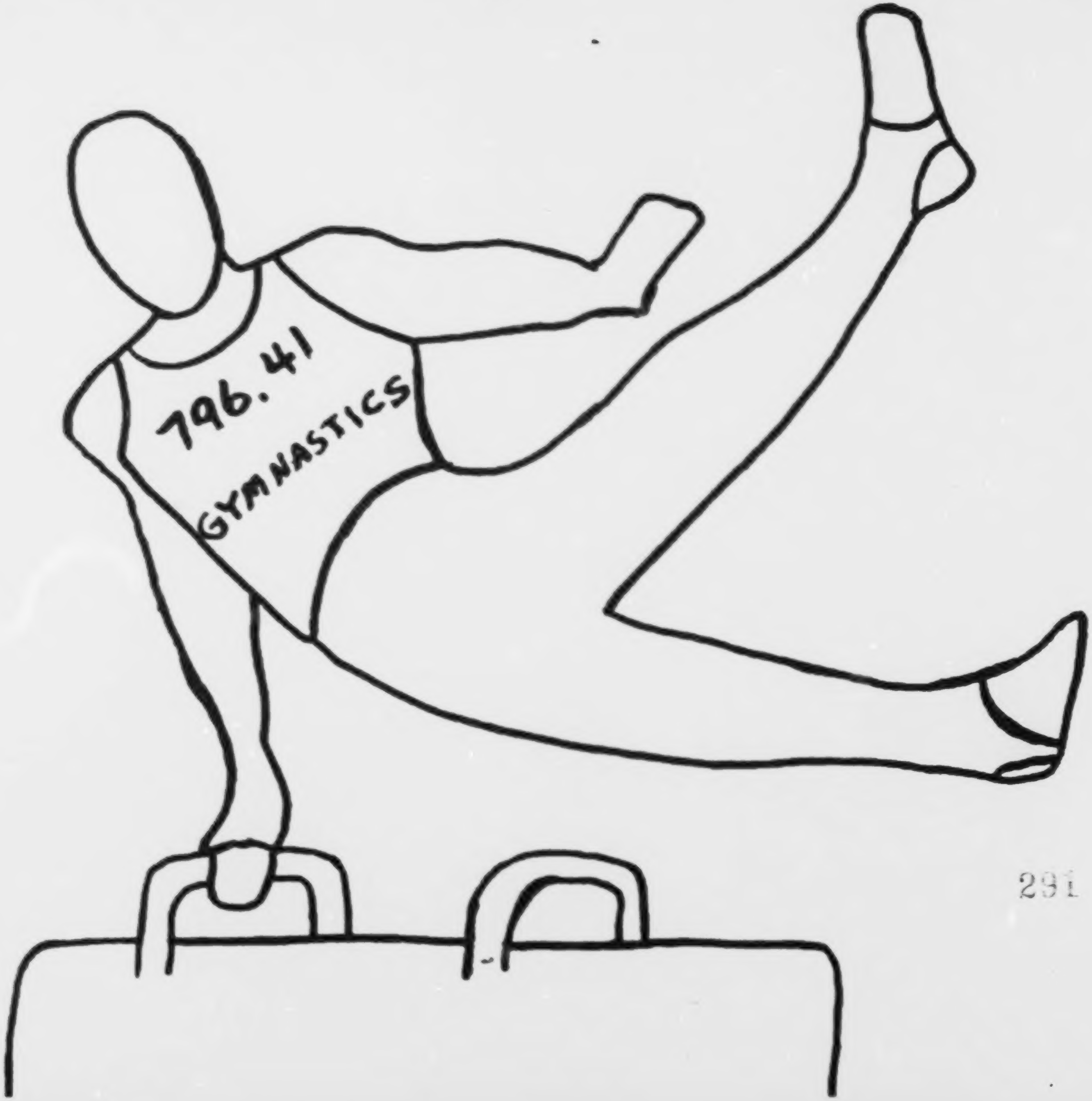
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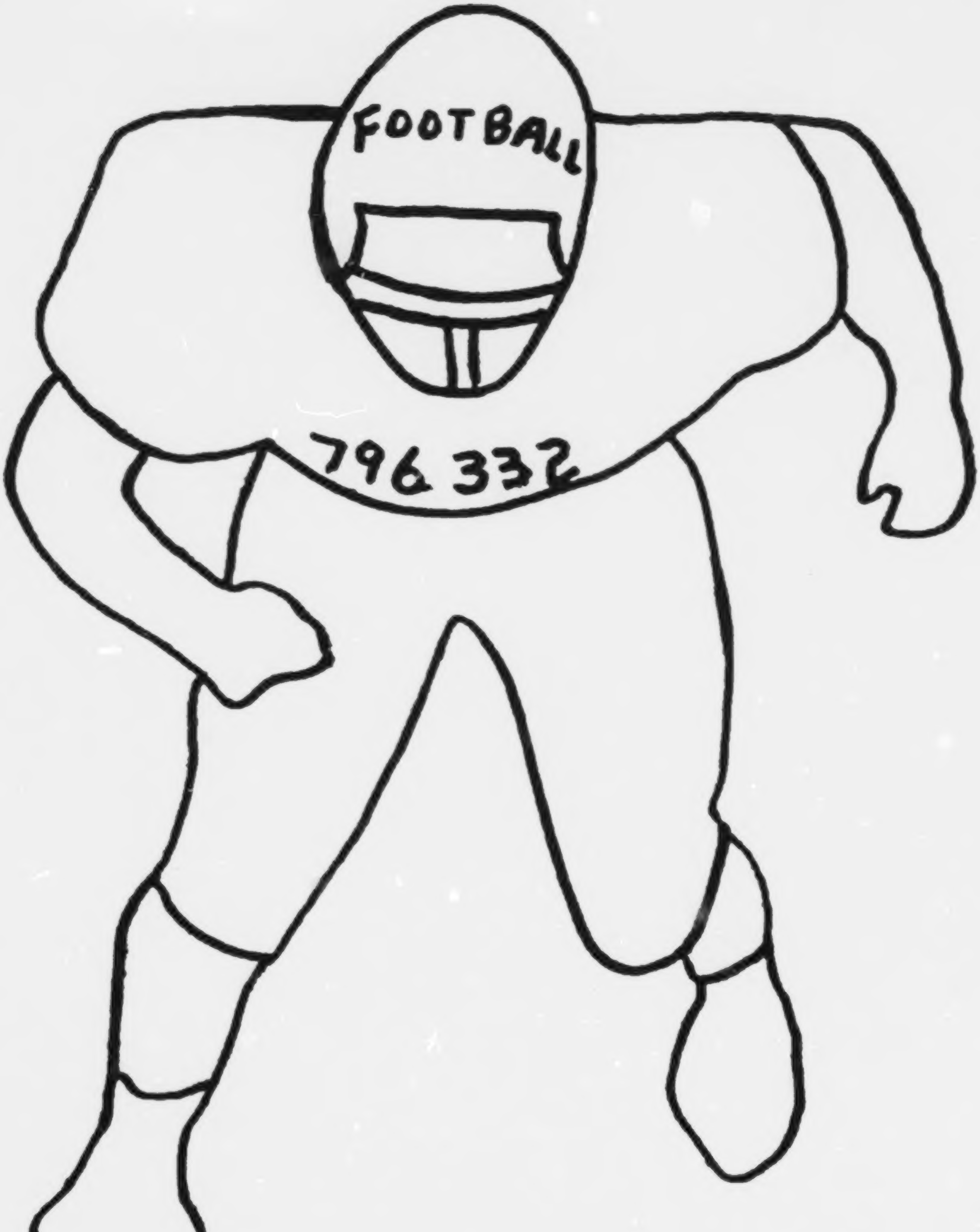
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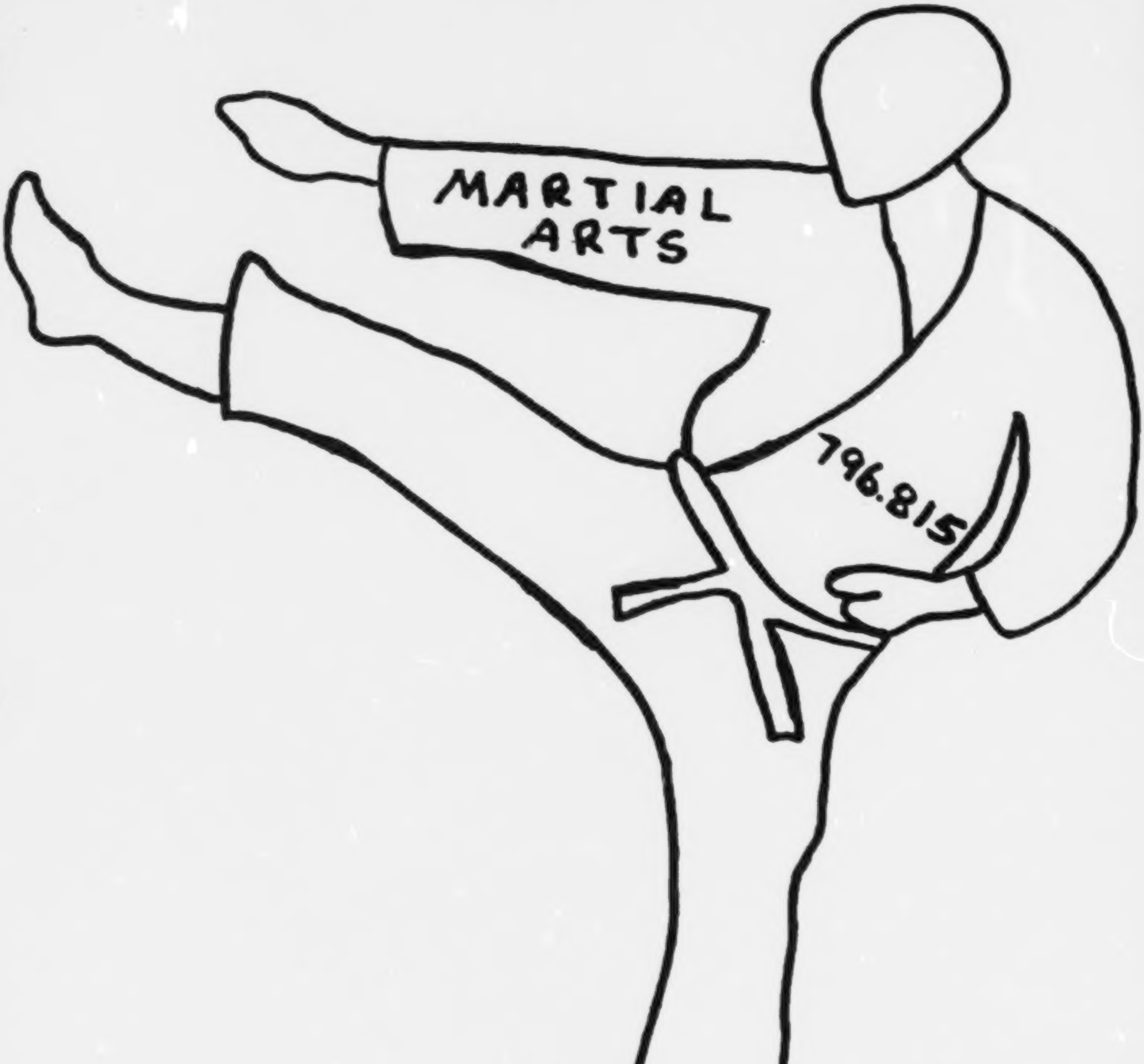
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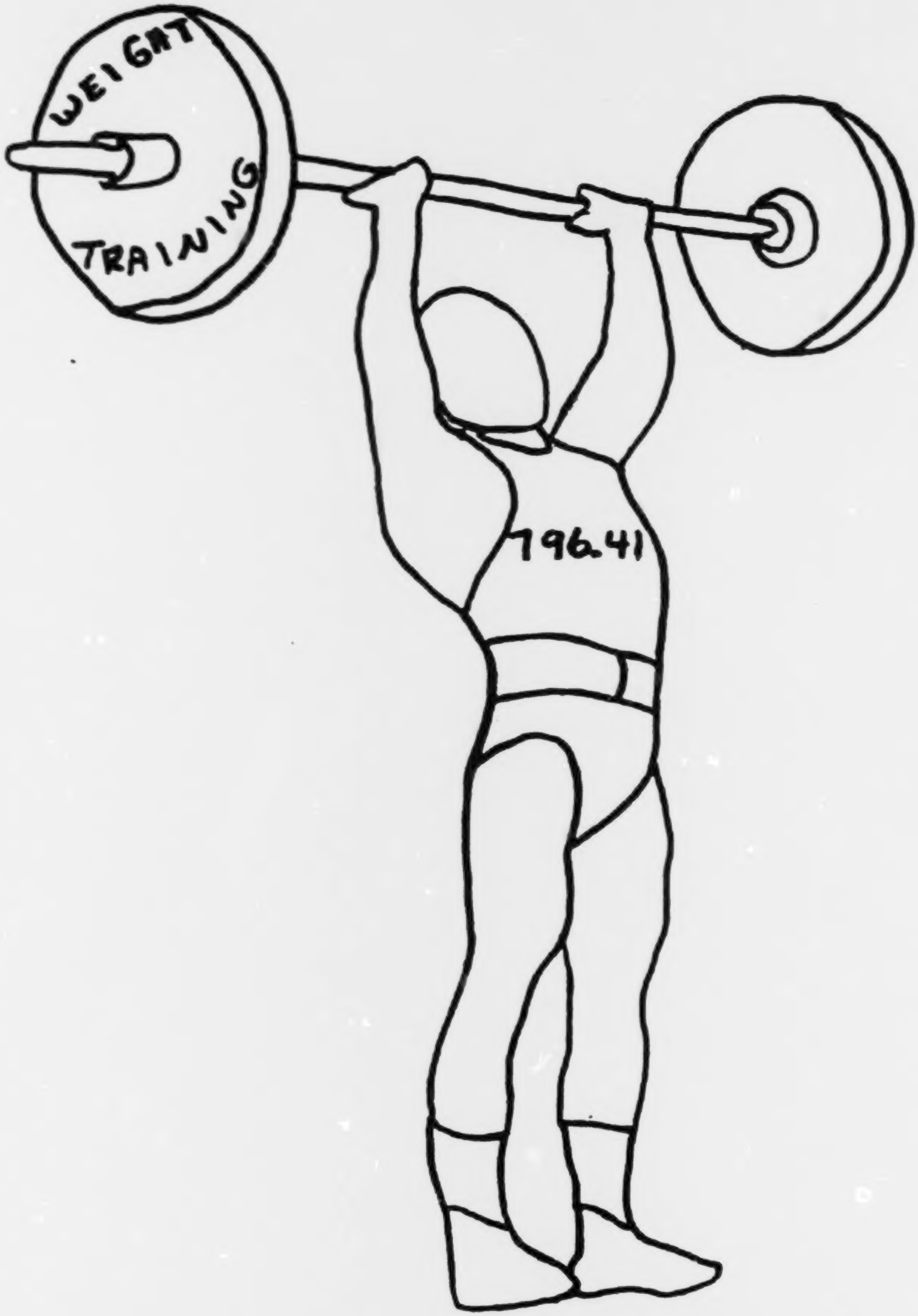
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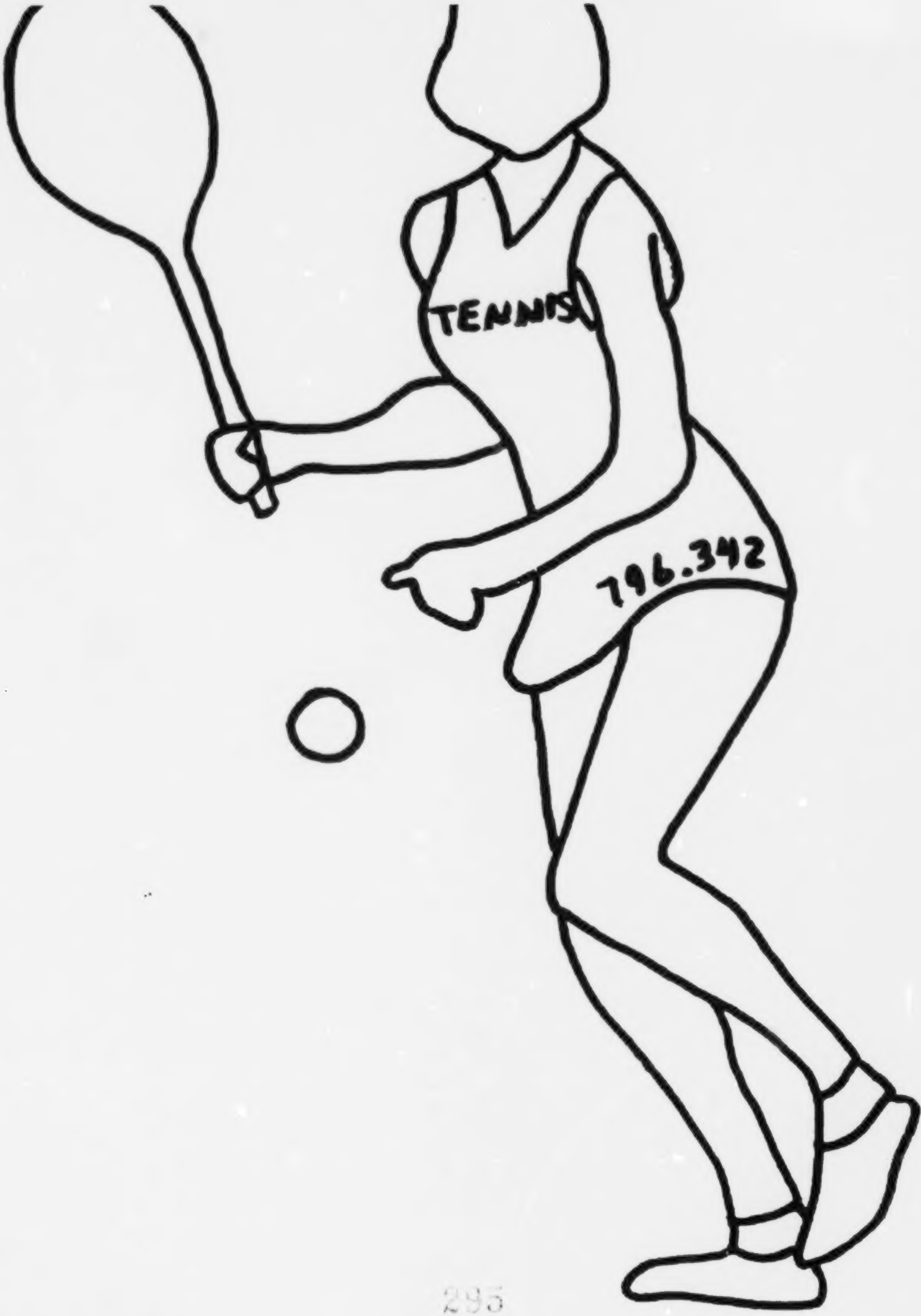
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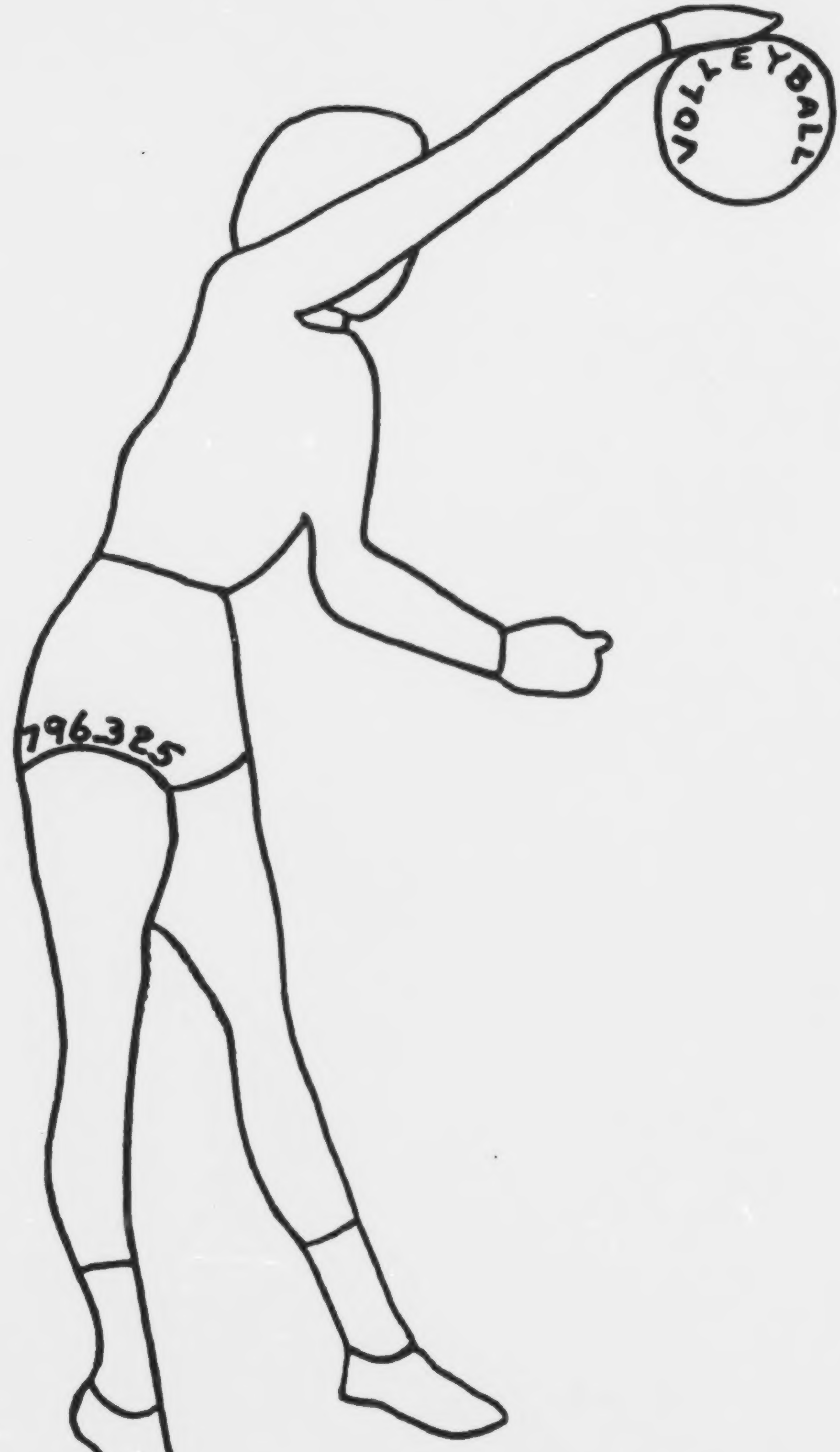
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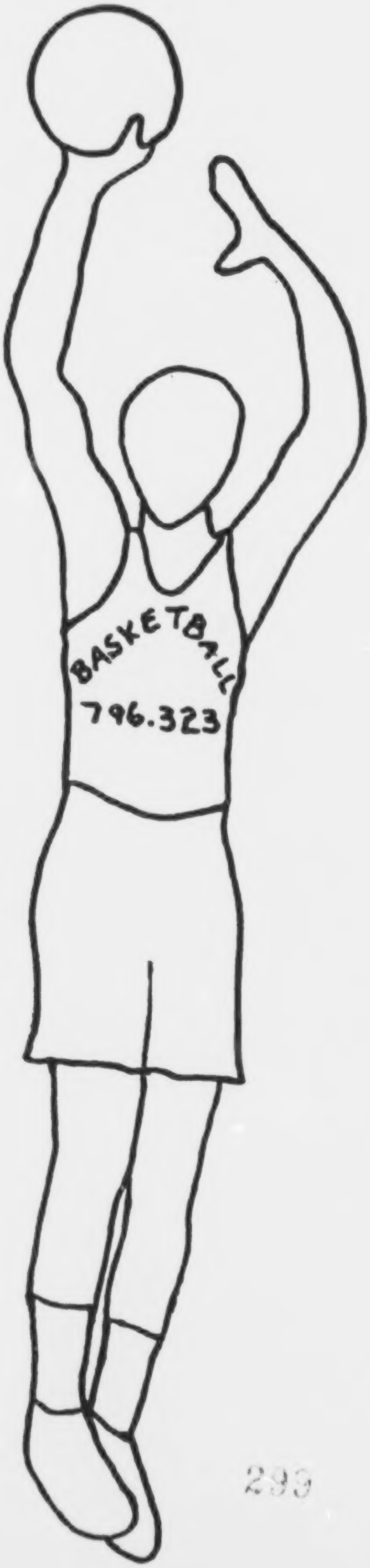
BASKETBALL
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LIBRARY OLYMPICS

Program Ideas

MARBLE GAME

For every book you read, you will receive one marble to put into the marble jar. At the picnic every child who has read at least one book will get to guess how many marbles are in the jar. The one who guesses or who comes closest will win a book of their choice.

BOARD GAMES

There are four board games on the bulletin boards. They are football, basketball, and a race track. You must read one book to get on the board. You may choose any game.

You will be given a gamepiece with your name on it. To move one space on the "playing field" you must read______ (number to be chosen by program coordinator) books. Once you have completed the playing field you have chosen, you move onto the race track. It takes______ books to move one space on the race track.

The first three contestants in each age group to cross the finish line will win a prize.

TRIVIA GAME

In your packet this week there is a list of 100 sports related trivia questions. All answers are easily obtainable from books in the ____________________________ Public Library.* We will have three drawings at the end of the program. In order to participate, **you must answer the questions correctly.**

The drawings are:

1. Those who answered 25 questions correctly.
2. Those who answered 50 questions correctly.
3. Those who answered all 100 questions correctly.

***Note: Make sure your reference resources do answer all these questions, and make yourself a list of the answers. If you can not locate an answer, you may need to substitute your own questions. The Almanac and encyclopedias are easy sources to use to develop new questions.**

LIBRARY SUMMER READING PROGRAM

SPORTS TRIVIA QUESTIONS

1. WHICH BOSTON RED SOX FIELDER WON SIX AMERICAN LEAGUE BATTING CROWNS AND HAND A LIFETIME AVERAGE OF .344?

2. WHAT STATE DOES MUHAMMAD ALI LIVE IN?

3. HOW FAST COULD JOAN JOYCE THROW A SOFTBALL?

4. WHO WAS THE FIRST AUTO RACING DRIVER TO MAKE OVER $15 MILLION IN PRIZE MONEY?

5. WHAT COUNTRY IS SOCCER PLAYER PELE FROM?

6. IN 1964, WHICH VIKING PLAYER RAN 60 YARDS THE WRONG WAY, AND SCORED A SAFETY FOR THE OTHER TEAM?

7. WHO WAS THE FIRST BLACK PLAYER TO PLAY IN THE MAJOR LEAGUES IN BASEBALL?

8. WHEN AND WHERE WAS THE TRADITION OF WORLD CUP SOCCER STARTED?

9. WHO WAS THE YOUNGEST HEAVYWEIGHT BOXING CHAMPION?

10. WHAT MAJOR LEAGUE BASEBALL PLAYER WAS RYNE SANDBERG NAMED AFTER?

11. WHO INVENTED TENNIS AND IN WHAT YEAR WAS IT INVENTED?

12. IN GOLF, WHO IS KNOWN AS THE "GOLDEN BEAR"?

13. NAME THE FIRST NATIONAL HOCKEY LEAGUE TEAM IN THE UNITED STATES?

11. HOW MANY PLAYERS MAKE UP A SOCCER TEAM?

15. NAME SIX OF THE TEN EVENTS OF THE DECATHLON?

16. IN BOXING, WHO WAS KNOWN AS THE "BROWN BOMBER"?

17. BOBBY AND AL UNSER HAD AN OLDER BROTHER WHO WAS ALSO A RACER. WHAT WAS HIS NAME?

18. WHAT WAS WALTER PERRY JOHNSON'S NICKNAME?

19. WHICH TWO TEAMS PLAYED THE LONGEST PRO FOOTBALL CHAMPIONSHIP GAME?

20. WHICH PITCHER HOLDS THE RECORD FOR THE MOST STRIKE-OUTS IN A WORLD SERIES GAME?

21. IN AUTO RACING TERMS, WHAT IS A "SHUNT"?

22. IN FOOTBALL TERMS, WHAT IS A "GANG"?

23. WHO WERE THE ONLY TWO MEN TO EVER BEAT BOB HAYES?

24. IN 1848 REPRESENTATIVES FROM SCHOOLS IN ENGLAND MET TO OUTLINE THE FIRST SET OF AMATEUR SOCCER RULES. WHERE DID THEY MEET?

25. WHAT SIZE IS A PROFESSIONAL SOCCER FIELD?

26. WHAT TEXAS HIGH SCHOOL DID NOLAN RYAN GRADUATE FROM IN 1965?

27. WHERE WAS OLYMPIC WRESTLER JOHN SMITH BORN?

28. WHAT IS RACING CAR DRIVER, BILL ELLIOT'S FAVORITE ICE CREAM?

29. FRANCIS ROGALLO WAS IMPORTANT TO THE DEVELOPMENT OF HANG GLIDING. WHAT IS HIS OCCUPATION?

30. IN SOCCER TERMS, WHAT IS A TOUCHLINE?

31. WHO IS CONSIDERED THE "FATHER OF SURFING"?

32. WHO INTRODUCED SURFING TO AUSTRALIA?

33. WHAT HAPPENS WHEN A HANG GLIDDING PILOT PUSHES FORWARD ON THE TRAPEZE BAR?

34. WHAT ASSOCIATION SETS THE SOCCER RULES FOR ALL NATIONS AND WHEN WAS IT FORMED?

35. WHEN WERE THE FIRST NORTH AMERICAN FREESTYLE SKIING CHAMPIONSHIPS HELD?

36. WHAT ARE THE TWO GAUGES ON A SPRINT CAR?

37. IN SURFING TERMS, WHAT IS A "HOT-DOGGER"?

38. HOW MILES IS A MARATHON?

39. WHEN WAS BASKETBALL INVENTED?

40. NAME THE MAN WHO WON THE INDIVIDUAL GOLD MEDAL FOR ALL AROUND GYMNASTICS IN 1908.

41. WHAT ARE THE FOUR STEPS IN SURFING?

42. WHAT ARE THE THREE TYPES OF FREESTYLE SKIING?

43. WHAT TWO BASEBALL TEAMS PLAYED IN THE 1987 WORLD SERIES?

44. IN 1984, WHAT TEAM ENDED THE NEW YORK ISLANDER'S FOUR YEAR DOMINATION OF THE STANLEY CUP PLAY-OFFS BY WINNING THEIR FIRST STANLEY CUP?

45. WHAT BASKETBALL TEAMS PLAYED IN THE 1987 NBA CHAMPIONSHIP SERIES?

46. FRANK SHORTER WON THE OLYMPIC MARATHON IN 1972. WHAT WAS HIS TIME?

47. WHO WAS THE FIRST WOMEN MARATHONER IN THE UNITED STATES?

48. WHO IS NADIA COMANECI?

49. WHO CREATED THE HIGH BAR, ALSO KNOWN AS THE HORIZONAL BAR?

50. TRAMPOLINE IS A SPANISH WORD. WHAT DOES IT MEAN?

51. HOW FAR FROM THE MAT MUST THE RINGS BE IN GYMNASTICS?

52. IN WOMEN'S GYMNASTICS, WHAT FOUR CATEGORIES ARE USED TO JUDGE PERFORMANCES?

53. WHAT DOES LINEBACKER RAY BENTLEY DO WHEN HE IS NOT PLAYING FOR THE BUFFALO BILLS?

54. WHO WAS THE FIRST WOMAN TO WIN A NATIONAL EVENT IN TOP ALCOHOL FUNNY CAR IN NHRA OR IHRA?

55. WHAT BASKETBALL TEAM DOES LARRY BIRD PLAY FOR?

56. WHAT SPORT DOES MICHAEL CHANG PLAY?

57. WHO IS THE MAJOR SPONSOR OF HARRY GANT'S RACE CAR?

58. WHAT FOOTBALL TEAM DOES EMMET SMITH PLAY FOR AND WHAT IS HIS JERSEY NUMBER?

59. WHO DOES ISIAH THOMAS PLAY FOR?

60. WHAT IS SANDY ALOMAR'S BROTHER'S NAME?

61. WHAT COUNTRY HAS THE BEST WOMEN'S SOCCER TEAM?

62. WHAT IS XAVIER MCDANIEL'S NICKNAME?

63. WHAT NICKNAME IS GIVEN TO SNOWBOARDERS

64. WHO IS THE STAR CENTER FOR THE LOUISIANA STATE UNIVERSITY BASKETBALL TEAM?

65. WHAT IS SHAQUILLE O'NEAL'S NICKNAME?

66. HOW TALL IS SHAQUILLE O'NEAL?

67. HOW LONG DID IT TAKE PITCHER MARK FIDRYCH TO MAKE HIS MARK ON BASEBALL?

68. IN WHICH SPORT WILL YOU FIND THE "BACKSTROKE"?

69. DALLAS COWBOYS' TONY DORSETT RUSHED FOR A TOTAL OF HOW MANY YARDS?

70. WHAT WAS MARK FIDRYCH'S NICKNAME?

71. WHAT IS CLINT DAGIT'S BIRTHDAY?

72. IN AUTO RACING, WHAT DOES THE CHECKERED FLAG MEAN?

73. WHO WAS THE 1991 NHRA TOP FUEL CHAMPION?

74. WHAT CITY AND STATE DOES STEVE KINSER LIVE IN?

75. WHAT TEAM DID SPARKY ANDERSON COACH?

76. WHAT IS THE HOMETOWN OF THE KNICKERBOCKERS?

77. WHAT IS THE HOMETOWN OF THE MAGIC?

78. IN AUTO RACING, WHAT DOES THE YELLOW FLAG MEAN?

79. WHO ARE THE OFFICIAL MASCOTS OF NASCAR?

80. HOW ARE HORSES MEASURED?

81. WHAT TWO KINDS OF SADDLES ARE USED FOR PLEASURE HORSEBACK RIDING?

82. WHAT IS THE MOST FAMOUS BICYCLE RACE?

83. IN SKATEBOARDING, WHAT ARE THE TRUCKS?

84. WHAT KIND OF RACING CAR DOES MARK OSWALD DRIVE?

85. WHAT IS THE NAME OF PITTSBURGH'S PROFESSIONAL HOCKEY TEAM?

86. WHO WON A RECORD SEVEN GOLD MEDALS IN ONE OLYMPICS IN 1972?

87. NASCAR STOCK CARS USE ONBOARD COMPUTERS ONLY DURING UNOFFICIAL PRACTICE RUNS. TRUE OR FALSE

88. WHERE WAS STEFFI GRAF BORN?

89. WHO WON THE 1908 WOMEN'S ARCHERY COMPETITION?

90. WHAT TEAM DOES STEVE ATWATER PLAY FOR?

91. WHAT IS Y.A. TITTLE'S FAVORITE KIND OF MUSIC?

92. IN EQUESTRIAN SPORTS, WHAT IS THE DIFFERENCE BETWEEN HUNTER'S AND JUMPER'S?

93. IN FOOTBALL, WHAT IS THE TACKLER'S TARGET?

94. WHO STARTED THE HARLEM GLOBETROTTERS?

95. WHAT GREAT GOLFER HAS NEVER WON THE U.S. OPEN?

96. HOW OLD WAS SONJA HENIE WHEN SHE WON HER THIRD CONSECUTIVE GOLD MEDAL IN FIGURE SKATING?

97. WHEN DID GOLF'S U.S. OPEN START?

98. WHO WAS THE FIRST FEMALE OLYMPIC CHAMPION AND WHAT SPORT DID SHE WIN?

99. IN 1988, WHO WAS THE FIRST MALE DIVER TO WIN BOTH THE SPRINGBOARD AND PLATFORM EVENTS IN CONSECUTIVE OLYMPICS?

100. WHAT OLYMPIC SWIMMER WON FIVE GOLD MEDALS AND THEN WENT ON TO INTERNATIONAL FAME AS TARZAN?

TREASURE HUNT

Each week we will feature a different sports book. we will mark a book and put it back on the shelf. There will be two specially marked books in juvenile non-fiction, two in juvenile fiction, one in easy, one in easy-readers and one in intermediate. When you find one of these books, return it to the front desk and your name will be entered in a drawing for a prize. The book must be in your reading level.

Football
Video *Great Moments In Football.*

Tennis
Find a local tennis instructor to hold a tennis clinic at library or tennis courts. Children will have the opportunity to "try out" tennis.

Baseball
Sport card collecting workshop with a local collector. Collector will tell the ins and outs of collecting and how to start a collection.

Mini-Olympics
Our own mini-olympics held at library or local school. Children will compete for gold, silver and bronze medals in various events.

Auto Racing
Remote control car races. Winners will get a remote control car.

Picnic at the Park
A summer reading program picnic, with activities such as a softball game, a basketball game and other games.

Basketball
The Suns' Gorilla will hold a basketball clinic at a local school gym.

Awards Ceremony
Awards will be presented to the top readers in age group and to the winners of the marble game and board games.

Sports Card Show
Children who read 10 or more books will have a space to display, buy, trade or sell their sport cards. The public is invited for viewing buying.

Can be used for games where child fills out slip to enter a drawing for a prize

NAME ______________________
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Library Olympics

Program Publicity Ideas

Letter to Parents

(Your Library Logo Here)

Dear

Each summer the Public Library provides a summer reading program for the children of the community. It is an important program designed to help children of the community. It is an important program designed to help children in our community maintain their reading skills during the summer recess from school. Studies have shown that unless a special effort is made to prevent it, there is a substantial loss of reading skills during the summer vacation.

Another goal of summer reading is to help the children discover the pleasure of recreational reading. We are constantly looking for ways to entice the nonreader and low level reader to read since the best way to improve a child's reading ability is to get them to read. Our program is designed to be fun as well as educational.

We are asking for your help in providing this important program for the children of are asking businesses and individuals to contribute ( ) to help pay for the reading incentives the children earn by reading books. Your donation will be used for thing such as purchasing tee shirts for children participating, prizes for children who read the most books and other incentives to encourage children to read, read, read!

We have an exciting program planned for this year and we hope that you will want to help make it happen. Please feel free to contact (*Librarian*) at (*phone number*) if you have any questions or if you would like more information. We would appreciate a response by (*date*), so that we may plan accordingly.

Thank you for your time and consideration.

Sincerely,

(Name)
(*Library*)

Publicity Release
"Kids Sport Card Show"

Finally a card show just for kids. All spaces are reserved for kids. Adults are welcome to come an buy.

Sponsored by–	Your Library	Summer Reading Program
Date–		
Time–		
Place–		
Cost–		

For example:

1. can be time spent reading
2. number of books read
3. or a fee

BUY , SELL OR TRADE– The money is yours to keep

All your SPORT CARD FANS come out and support these kids.

Please run this article thru (date)

Any help you can give us will be greatly appreciated.

Thank you.

Sincerely,
(Librarians Name)
Childrens Librarian

GRADING SPORT CARDS

Card Grade	Corners	Centering	Rinting	Gum Stains	Creases	Luster
MT						
Mint Perfect	4 Sharp	Perfect	Perfect	None	None	Super
NM						
Near Mint Near Perfect	Sharp	May not Be Perfect	Looks Near Perfect	None	None	Super
EX						
Almost Like New Excellent	Some wear slightly blunted	May be slightly off center	May be slightly imperfect	None or maybe small one on back	None	Good
VG						
Very good Still attractive	blunted worn	may be off-center	may be imperfect	may be present	may have not distracting	some wear
G						
good Undesirable to most buyers	Rounded Damaged	may be off-center	may be imperfect	may be present	may have several deep creases	Very
F						
Fair	Damaged or Abused! May have pin holes, glue, tape, tears, etc.					
P						
Poor	A "fair card with something missing, part of card may be torn					

CONTACT SPORTS

Write your favorite teams requesting collectibles. Use the enclosed letter formats.

Using the letters that follow, write the team that interests you. Always enclose a large self-addressed, stamped envelope to make it convenient for them to respond.

Team Name
Team Address

Attn.: Public Relations Dept.

Dear Team Public Relations Dept.:
I am a longtime fan of (*insert team name here*). I also collect team-related memorabilia. Please send me any material on the team you feel would be of interest to me.
A self-addressed, stamped envelope is enclosed for your response. Thank you for your attention to my request. I look forward to hearing from you soon.

Signed,

Your Name
Your address

For children interested in collecting sports memorabilia:

Contact Person's Name
Fan Club Name
Fan Club Address

Dear (*insert name of contact person*);
I am a longtime, loyal fan of (*insert name of team here*). I am interested in finding out about your fan club.
Please send any information you have regarding how your fan club works, the services members can expect, cost to join, etc.
I am also an avid collector of team-related memorabilia. Please tell me how membership in your club might help me improve my collection. Is your membership roster available to fellow members? I would be interested in contacting others who might share my interest if I joined the club. Do you have a membership periodical or newsletter where I might make other members aware of my willingness to trade with other collectors?
Thank you for your assistance. A self-addressed, stamped envelope is enclosed for your response. I look forward to hearing from you soon.

Signed,

Your name
Your address

Team Name
Team Address

Attn.: Public Relations Dept.:

Dear Team Public Relations Dept.:

I a longtime fan of (*insert name of team*) and an avid collector of team-related sports memorabilia. I am especially interested in media kits featuring team information, which you might make available.

Are these media kits made available to fans such as myself? If so, is there a cost involved? Due to the limited funds I have available for my memorabilia collection, I would be interested in learning what happens to outdated media kits leftover at the end of the given season. Are they, or could they be, made available for no or low cost?

Enclosed is a stamped, self-addressed envelope for your response. I would be happy to supply as well the envelope with the correct postage for you to forward media kits, once they are available.

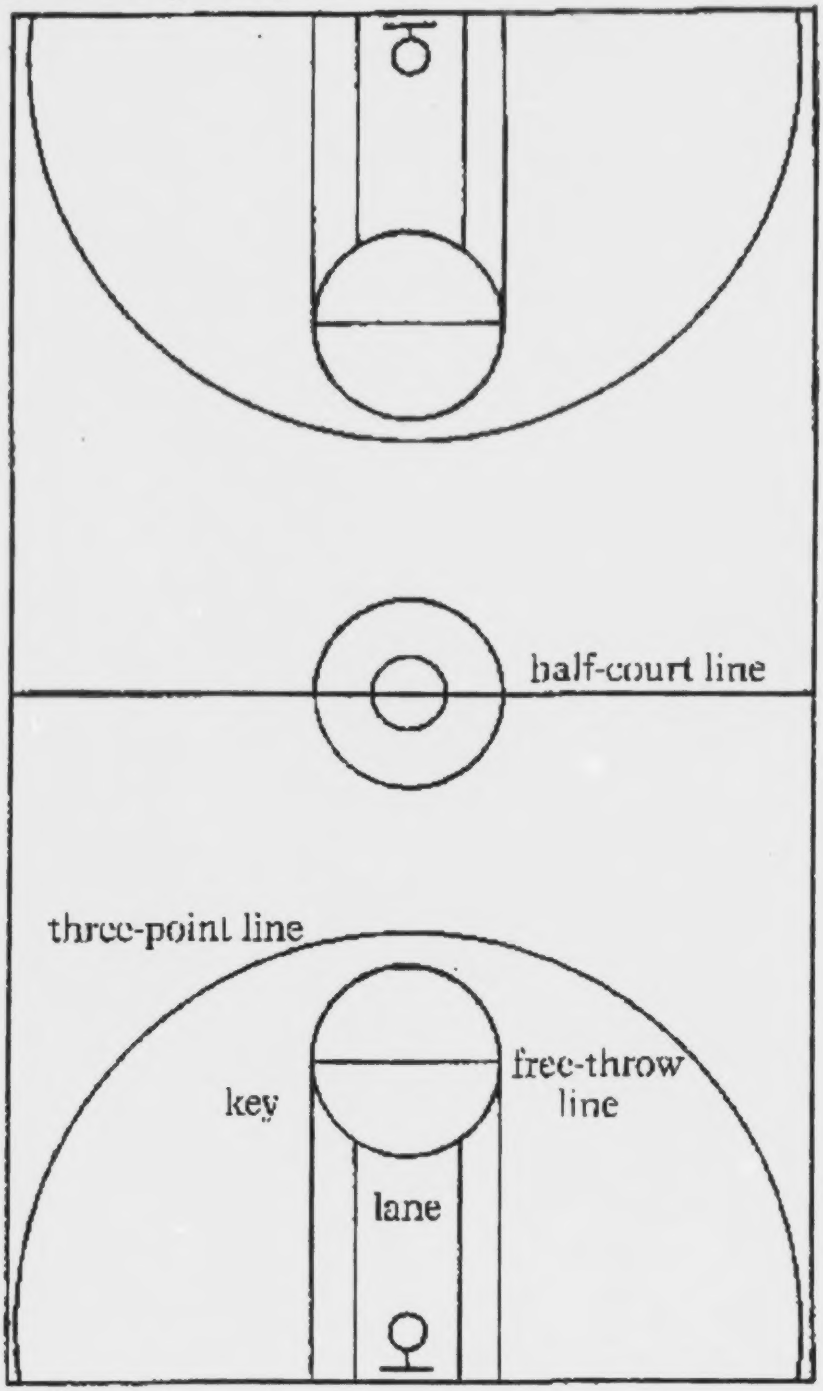
Thank you for your attention to my questions. I look forward to hearing from you soon.

Signed

Your name
Your address

Around The World

In this game each player has to go around the court making shots - the number of points to win is determined before the game begins.


half-court line
three-point line
free-throw line
key
lane

A BASEBALL QUIZ

Identify the baseball star, using the clue given, by spelling out his name in the scrambled letters below. The letters of his name are given in consecutive order, but you will have to disregard many unnecessary letters in between. The first question is partially answered.

1. Struck out 3,508 batters in his career for Washington.

   AVWUAKTLTHIEURJRXOHUNSDOEN

2. Had a lifetime batting average of .367.

   BRUNKDTFLYRTNUCIOPSQYVBNYB

3. Played in 2,130 consecutive games for the New York Yankees.

   TULMORTNUGFIEKNHURIPSGNOMY

4. Batted in 190 runs in a single season for Chicago (NL).

   MHVAFPCRKGZBWDILQTSXUOEYNJ

5. Batted in 12 runs in a single game for St. Louis (NL).

   TJUIVRSMBOFGTNTOLLMLVEZCYU

6. Pitched to a single batter for the Boston Red Sox, walked him, and was ejected from the game. His teammate, Ernie Shore, retired the base runner on a steal, and went on to retire the next 26 batters.

   RBUITXQKACBENTTRFUINSTRUWZH

7. Hit 61 home runs in a 162-game season for the New York Yankees.

   RTMOLKGTUKERNMOLARSSISTVNG

8. Stole 118 bases in a season for St. Louis (NL).

   BKRLNPOLURBTMIRFODPCQNKUIT

9. Pitched in 1,070 games.

   HSOZJYRTWOUIVJDLHUEMQVEPLM

10. Pitched to win 511 games.

    SUSMACYDMGUTYAOUWZCIGNOGTL

11. Pitched to win 24 consecutive games for the New York Giants.

    DFCBAOURLTYHUIGBKBOTERLHGL

12. Pitched 58 consecutive shutout innings for the Los Angeles Dodgers.

    YDVGOKNDUROZYSXDNGIAPLRTEN

13. Pitched 12 perfect innings for Pittsburgh, but lost the game in the 13th innings.

    KIHOTARUYVEXYHLMACDXDZMIRX

14. He and Nolan Ryan both pitched 4 no-hit games.

    STROAPNCEDYKFOGRUQFOGAXYTS

15. Pitched a perfect game for -the New York Yankees in a World Series.

    KDMINIJTOVNLXRMAORSVDJENKZ

16. Won 10 World Series games for the New York Yankees.

    WZNAKHJIPTECYOLSFUBXORMDVG

17. He and Ted Williams each won the triple batting crown (batting average, runs batted in, and home runs(twice.

    MZRTOPGELFRSHUORLNSBKNRYZJ

A BASEBALL QUIZ (ANSWERS)

1. Walter Johnson
2. Ty Cobb
3. Lou Gehrig
4. Hack Wilson
5. Jim Bottomley
6. Babe Ruth
7. Roger Maris
8. Lou Brock
9. Hoyt Wilhelm
10. Cy Young
11. Carl Hubbell
12. Don Drysdale
13. Harvey Haddix
14. Sandy Koufax
15. Don Larsen
16. Whitey Ford
17. Rogers Hornsby

OLD-TIME SPORTS

Some of our modern sports and games developed from older forms with different names. From the old-time name given, see if you can identify the modern game.

1. Paganica (Roman)	1.
2. Tsu-chin (Chinese)	2.
3. Minnonette (American)	3.
4. Rounders (English)	4.
5. Sphairistike (English)	5.
6. Bocci (Italian)	6.
7. Amo Amo ilun ka lau oka nalu (Hawaiian)	7.
8. Pok-ta-Pok or Ollamalitzli (Mexican)	8.
9. Tobaakan (American Indian)	9.
10. Russian whist (English)	10.
11. Chaturanga (Persian)	11.
12. Baggataway (American Indian)	12.
13. Pula (Persian)	13.
14. Water soccer (English)	14.

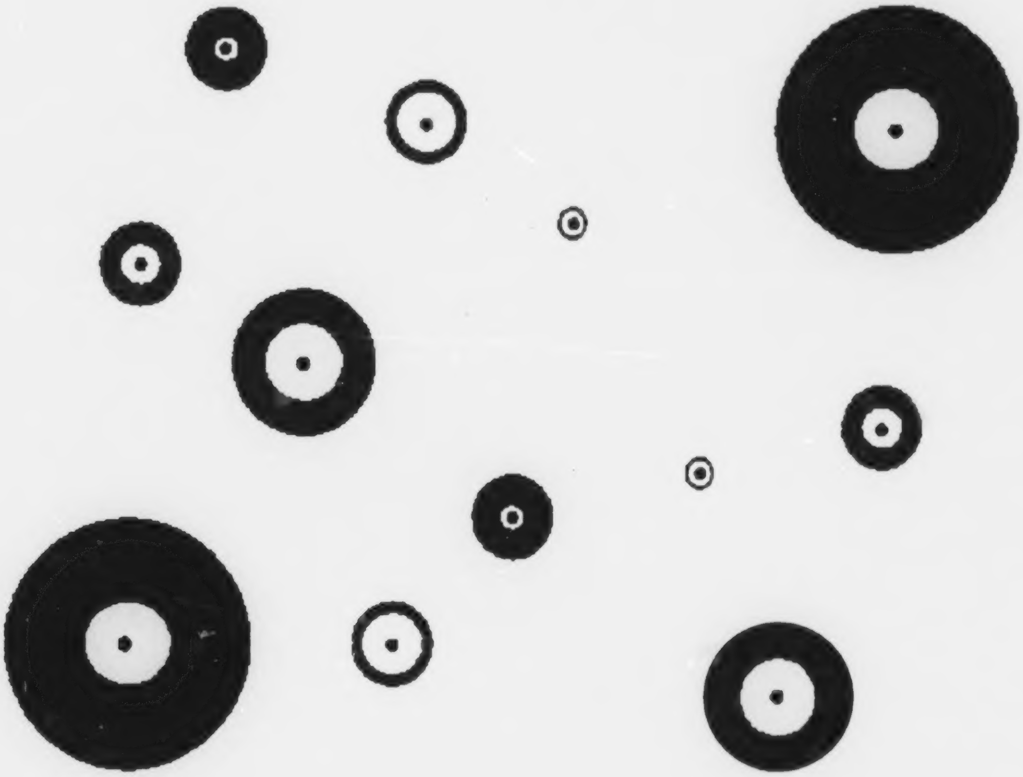
Old- Time Sports

1. Water Polo
2. Lacrosse
3. Bridge
4. Basketball
5. Bowling
6. Tennis
7. Volleyball
8. Golf
9. Soccer
10. Baseball
11. Tobogganing
12. Chess
13. Polo
14. Surfing on a board

Wheels! Wheels!

Can you match them?

We all know that there are different kinds of wheels. Whether they are small, big, skinny, fat, wheels are used for cars, bikes, toys, trucks and many other things we use every day. Can you find the wheels that are the same in size and thickness. For each wheel there is one other to match.



A RACING SEARCHAWORD

The words listed are synonyms of each other in each category. That means they are different words with meanings that are almost the same. Can you find each word listed in the puzzle below?

A	R	E	E	T	S	V	T	U	O	L	L	I	P	S	H	U	N	Z	X	C	V
L	I	R	C	S	N	I	B	H	P	M	U	I	R	T	N	S	I	G	N	M	A
S	D	D	F	P	G	B	H	J	K	L	Q	W	E	R	T	P	A	C	E	Y	Y
U	I	N	O	I	P	R	I	N	S	C	R	I	B	E	C	U	R	V	E	Z	R
Q	W	E	E	N	E	A	A	S	D	F	G	H	J	Q	V	R	I	P	P	L	E
E	L	B	M	E	R	T	E	K	A	H	S	Q	U	I	R	T	G	N	R	U	T
R	T	U	J	K	O	E	A	V	O	I	D	I	E	U	S	E	G	R	T	Y	S
V	I	C	T	O	R	Y	W	R	T	C	V	C	O	N	Q	U	E	S	T	T	A
S	I	O	F	O	R	A	E	L	C	E	Y	P	S	D	R	E	J	I	O	L	M
G	I	Y	T	I	D	I	P	A	R	O	LA	L	H	P	A	R	G	O	T	U	A
S	I	G	N	A	T	U	R	E	G	U	J	K	O	Y	T	I	C	O	L	E	V
W	E	R	G	Y	U	I	M	N	B	V	C	X	Z	O	E	L	A	S	D	F	O

AUTOGRAPH
INSCRIBE
SIGN
SIGNATURE

AVOID
SHUN
CLEAR OF

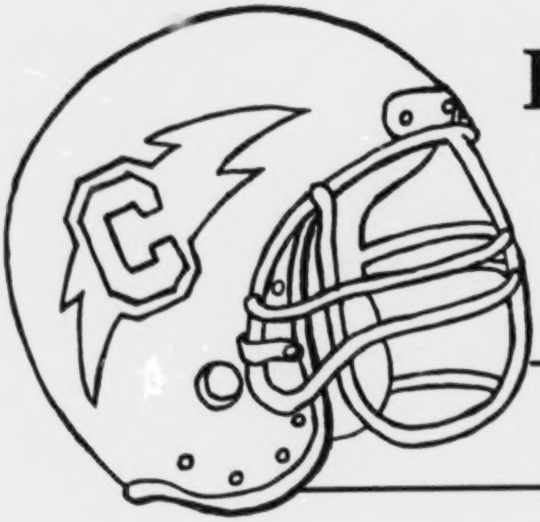
SPILL OUT
POUR
SPURT
SQUIRT
SPIN
ROLL

TURN
BEND
CURVE

VIBRATE
QUIVER
RIPPLE
SHAKE
TREMBLE

VICTORY
CONQUEST
TRIUMPH
MASTERY

VELOCITY
PACE
RAPIDITY
RATE



Favorite Books!

SPORTS SCRAMBLE

Below are the scrambled names of some sports. Write the sport in the blank.

1. nsnite
2. llkkcabi
3. kingsi
4. rufngis
5. libbaatkse
6. mmnswiig
7. ccroes
8. lllevoyabl
9. bbliaaes
10. ggP-Pnnio
11. yoechk
12. flog
13. flatslob
14. fiatoolb
15. notmindab

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.

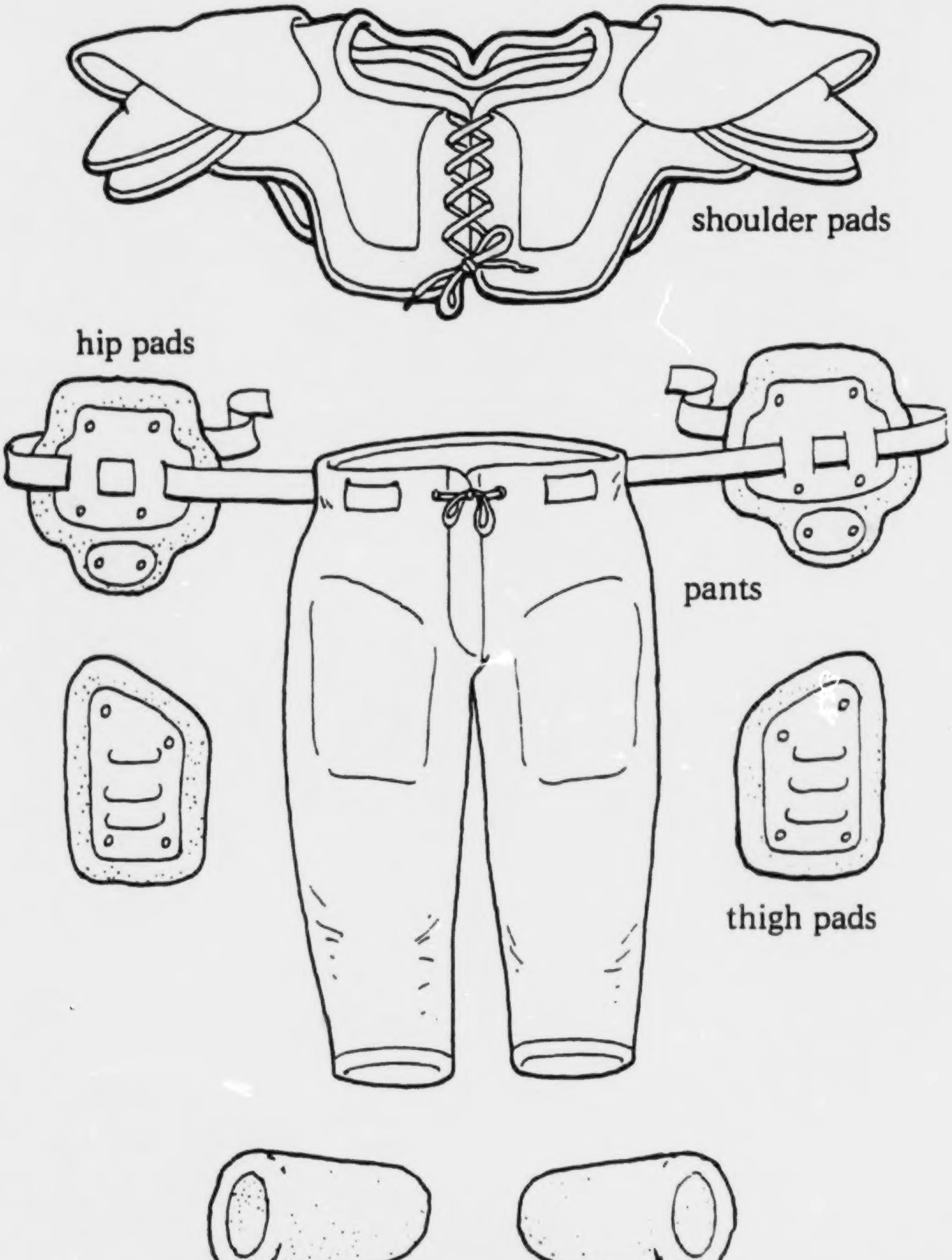
ANSWERS

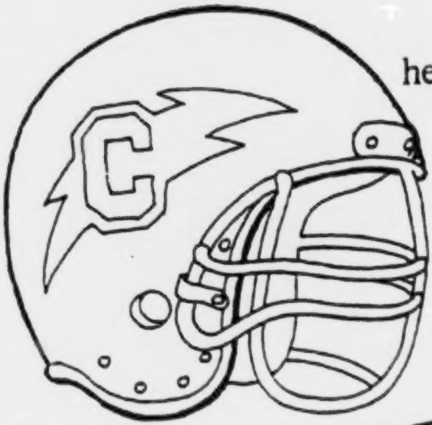
volleyball
baseball
Ping-Pong
swimming

soccer
badmiton
golf
kickball

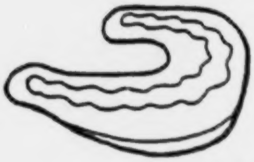
basketball
softball
tennis
hockey

surfing
football
skiing

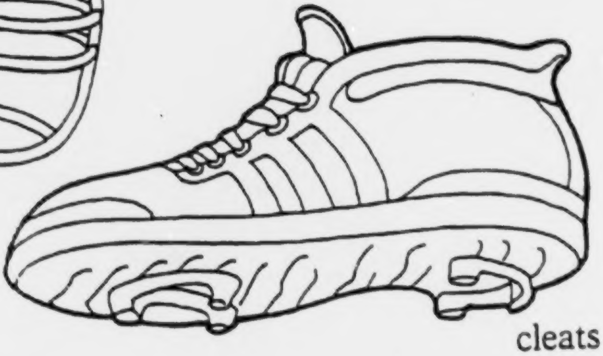

shoulder pads
hip pads
pants
thigh pads
forearm pads



helmet

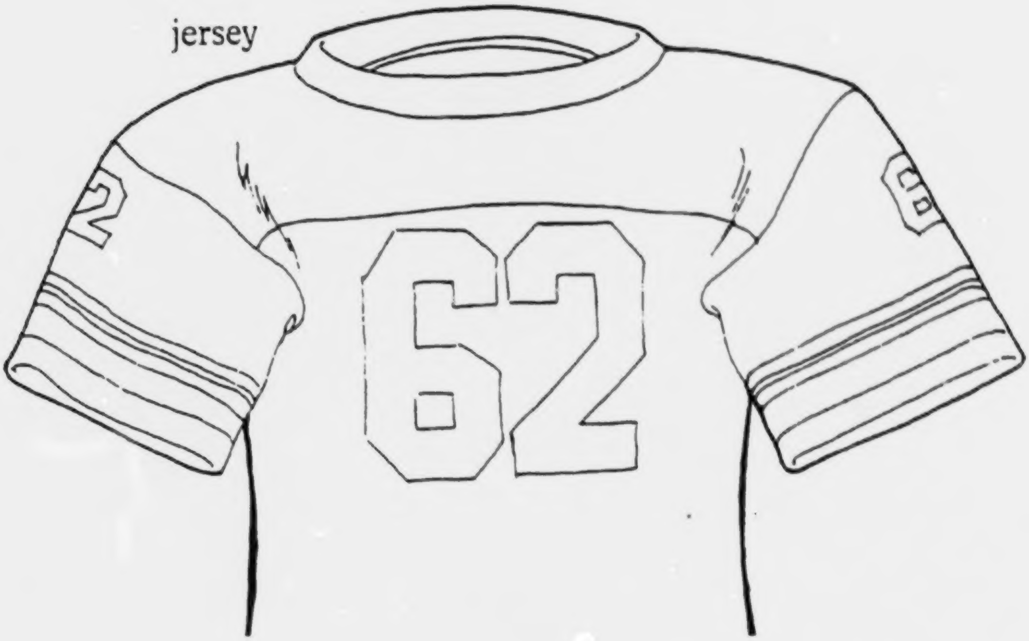


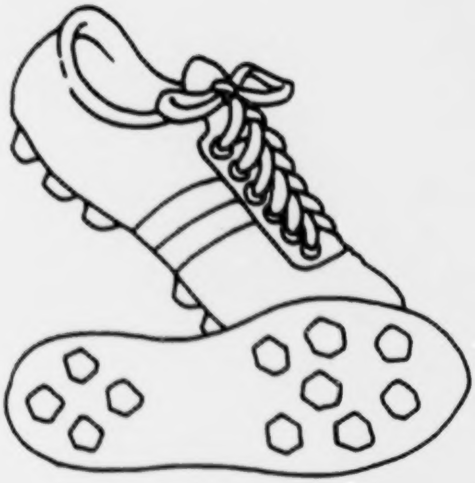
mouthpiece



cleats

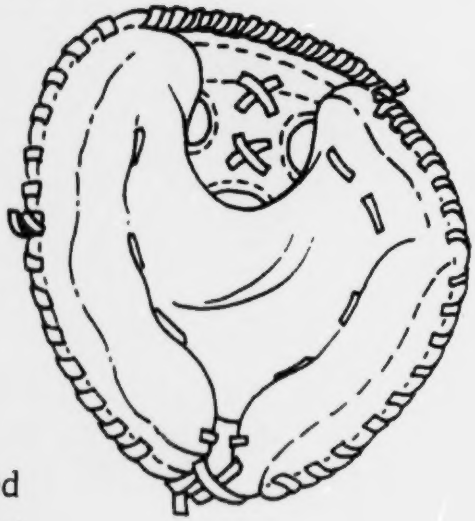
jersey

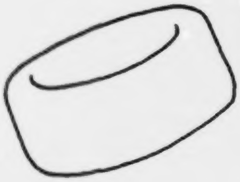




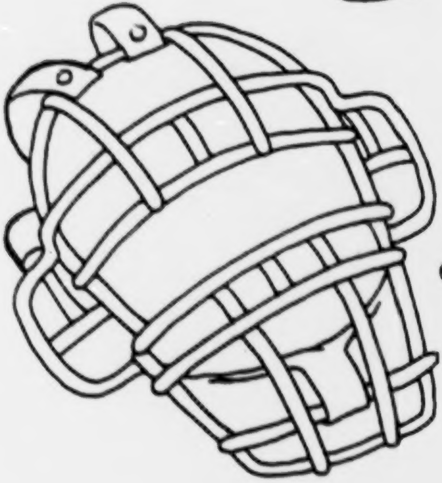
cleats

catcher's mitt

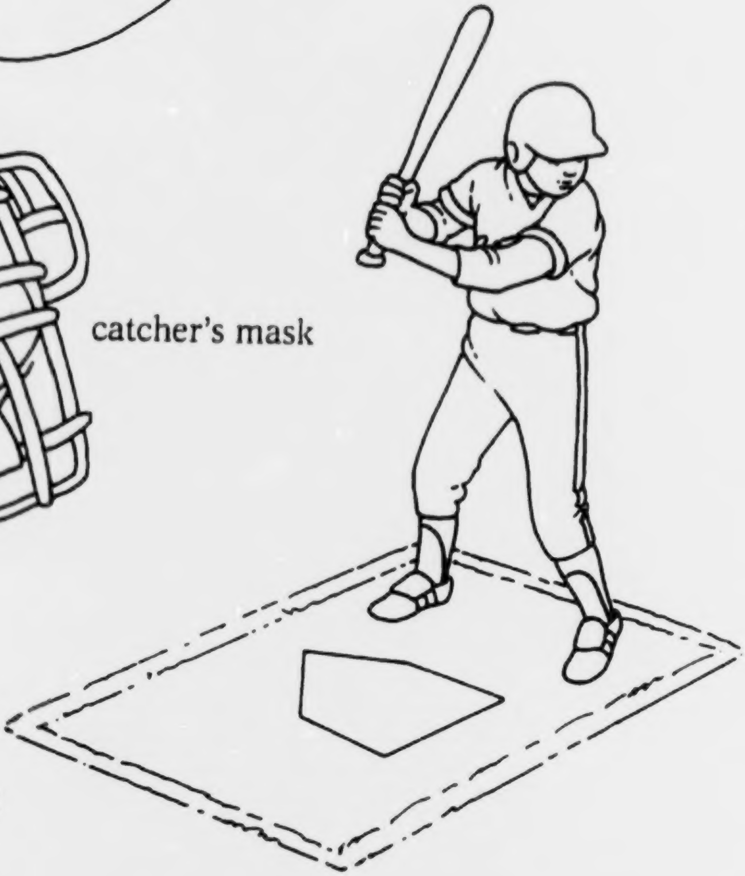




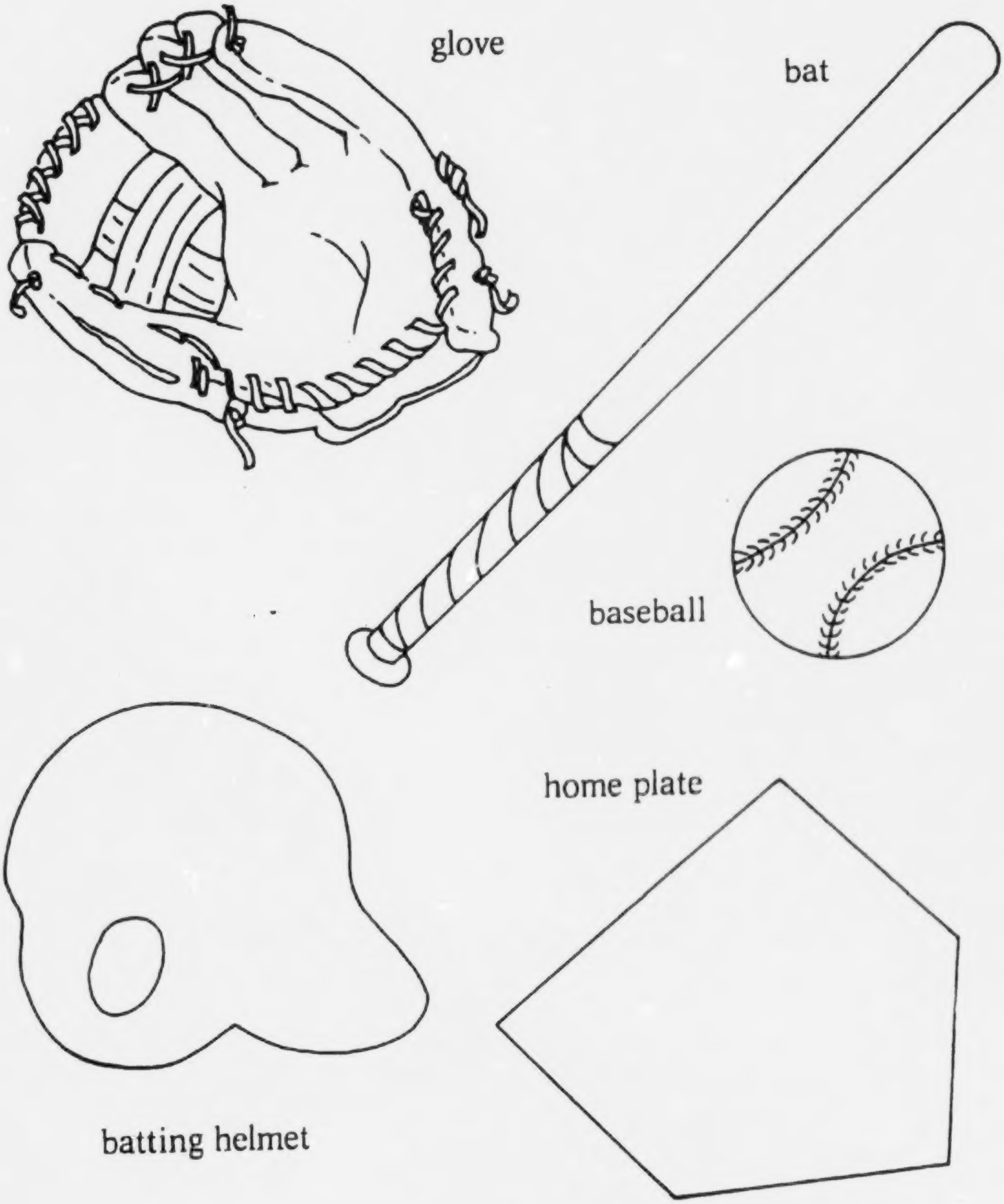
weighted
doughnut



catcher's mask



batter's box


glove
bat
baseball
batting helmet
home plate

SPORTS PEOPLE

AMATEUR
ATHLETE
BOXER
CADDIE
CAPTAIN
CHAMPION
COACH
CREW
DIVER

DRIVER
GOLFER
GYMNAST
HORSEMAN
HURDLER
JOCKEY
MARKSMAN
OLYMPIAN
PACER

PACK
PITCHER
PLAYER
REFEREE
RUNNER
SELECTOR
SKATER
SPRINTER
SQUAD

STARTER
SWIMMER
TEAM
TIMER
TRAINER
UMPIRE
VAULTER
VICTOR
WINNER

C	A	P	T	A	I	N	V	R	R	N	A	U	H	N	P	R	D
N	R	E	T	A	K	S	E	L	A	E	N	Z	M	H	L	E	D
R	A	J	E	I	D	T	C	M	N	U	M	R	I	O	A	T	T
E	C	I	D	C	R	I	S	O	R	O	E	M	B	X	Y	L	F
N	W	E	P	A	B	K	V	E	A	H	I	R	I	E	E	U	D
N	R	X	T	M	R	R	T	E	C	C	L	P	E	W	R	A	H
U	E	S	E	A	Y	N	G	T	R	C	H	R	M	F	S	V	Z
R	L	H	M	T	I	L	I	D	A	U	Q	S	O	A	L	Z	D
Y	D	I	D	R	S	P	O	N	P	A	C	K	D	T	H	O	M
D	R	C	P	R	R	A	E	A	A	S	D	O	U	W	C	C	G
X	U	S	M	E	I	T	N	R	N	M	E	R	E	D	U	I	F
R	H	S	X	A	E	V	U	M	C	B	E	R	E	Y	F	K	V
R	E	O	A	L	E	E	E	A	Y	Y	C	S	I	M	O	D	T
E	B	F	H	P	T	T	D	R	D	G	H	Q	R	P	I	F	Z
N	C	T	E	A	A	D	A	J	O	C	K	E	Y	O	M	T	R
N	A	Y	M	R	I	C	S	E	L	E	C	T	O	R	H	U	C
I	A	A	O	E	E	L	E	R	E	N	I	A	R	T	M	Z	M
W	H	D	L	T	U	E	K	R	F	M	J	B	W	C	S	F	T

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PEDAL POWER

ARMS
BEARING
BICYCLE
BOLTS
BRAKE
CHAIN
CHROME
CLIP
CYCLIST
DISTANCE
FORK
FRAME
GEARS
HANDLEBAR
HELMET
LEGS
MOUNTAIN
NUTS
PACE
PATH
PUMP
PURSUIT
RACE
RIDER
ROAD
ROTARY
SADDLE
SPEED
SPINDLE
SPORT
STEER
TIME
TIRE
TRACK
TRAVEL
WHEEL

J	K	R	O	F	K	V	L	E	E	H	W	T	R	O	P	S	G
J	Y	G	K	D	E	E	P	S	S	E	E	R	S	Q	R	E	D
P	U	M	P	S	Y	Y	M	R	A	L	N	O	R	D	O	M	D
T	S	I	L	C	Y	C	A	W	C	M	U	O	I	T	T	O	O
P	D	E	M	G	W	E	N	X	R	E	X	S	D	R	A	R	V
T	K	C	N	Q	G	E	G	O	R	T	T	J	E	A	R	H	S
I	N	L	E	H	M	Z	A	I	A	A	U	L	R	V	Y	C	G
U	U	G	G	A	A	D	T	Y	N	L	D	N	F	E	C	R	O
S	T	L	R	N	U	O	J	C	Z	E	I	T	B	L	E	E	M
R	S	F	V	D	T	R	E	N	L	A	S	O	B	L	G	E	I
U	G	E	J	L	I	U	H	E	T	I	L	P	C	B	B	T	B
P	L	B	P	E	M	C	G	N	R	T	U	Y	I	E	Z	S	I
G	S	C	J	B	E	S	U	P	S	P	C	C	A	N	E	G	N
P	M	A	M	A	U	O	P	E	A	I	K	R	D	K	D	I	V
E	A	G	D	R	M	I	R	C	B	R	I	C	A	N	A	L	M
A	O	T	X	D	L	G	E	O	B	N	M	R	A	H	U	H	E
K	R	M	H	C	L	T	D	A	G	I	B	S	C	R	A	C	E
O	R	S	C	U	N	E	R	K	P	V	S	F	E	L	T	R	I

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PROGRAM IDEAS

WATERMELON OLYMPICS

This program was inspired by Sylvia Mavrogenes of the Santa Clara County Library System, Gilroy, California.

Watermelon Olympics is a series of "Olympic" events that are put on, simultaneously to allow for the maximum amount of children to participate. Choose from the following events or let them inspire you to make up some of your own. You can use all the events with all age groups but have kids compete separately in age groups such as grades K-2nd, 3rd-5th etc. This program can also be adapted to other fruits such as grapes.

Supplies Needed:

1) 15 large watermelons (leftovers can be raffled off)
2) Small paper cups for children to collect their seeds
3) Signs for the various events
4) Knife, butcher paper, water guns, cutting board, 4 votive candles, bucket for water
5) Prizes for each event and age group (ribbons 1st, 2nd, 3rd) and if you desire buttons for all participates

Event 1

Guess How Many Seeds

Set up: Have a table with a chunk of watermelon (the larger the piece the more seeds to count) that kids will have to guess how many seeds are contained in the chunk (if you use grapes you can put them in a jar and have kids guess how many in the jar).

Have volunteer (or staff) at the table giving out slips for the kids to write down their name) age, and how many seeds.

Name:	Age:
Number of seeds:	

Event 2

How Much Do I Weigh?

Hand out a slip of paper with watermelon.

Name: Age:

Weight:

Event 3

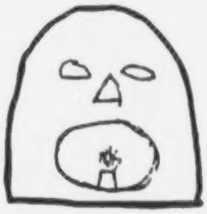
Seed Spitting Contest:

Set up: Give children a piece of watermelon and a Dixie cup. Tell the children to save the seeds as they eat the watermelon for the seed spitting contest. Lay butcher paper out with bricks, rocks or other heavy objects to hold down the paper. Line children up with a volunteer for each age group. Have volunteer mark with a pen the longest of three seeds with the child's name (each child gets three consecutive chances to allow for the ones that don't fall on the paper).

Event 4

Carved Watermelon

Set up: Carve two watermelons like Halloween pumpkins designing a funny face with a large mouth. Make one harder for the older kids. Place a votive candle inside and light it and have the kids shoot it out with a water pistol. Kids get three chances. When a child puts it out their name gets put in a box for the watermelon raffle at the end. Because of the matches an adult needs to be at this event but a younger volunteer can fill the water pistols from a bucket.



Cut the bottom off 2 small melons.
Use the opening as a base.
Hollow out melons.
Cut mouth opening large enough to be able to shoot out candle.
Make one easy for the young children and the other harder for the older children.

PLAYING BALL WITH HOMETOWN HEROES

Ages 6 - 14

Goals: To get local teenage ball players (baseball, basketball, football, soccer) to interact with younger kids and teach them to catch, throw, toss, carry, kick etc.
Have sports heroes read to the younger kids to emphasize that reading isn't "sissy" stuff.

Planning well ahead, contact local high school athletes to identify those interested in and willing to work on the project. Using the bibliography the local sports heroes select a book to read to the younger kids. If there is room in the library there could be two or three groups...each with a different ballgame specialty. Or this could be spread over a two or three week period with a different ball game each week.

After reading the story, the "hero" can talk about his/her sport, how he/she trains for it, how to hold the ball, etc. Then go outside and practice with the kids. Nerf or other soft balls can be used for safety's sake.

The theme can be expanded to include weight lifting...using a broomstick with Styrofoam balls for "weights", or include boxing...using HUGE soft boxing gloves.

Basketball practice can be beanbags in a "trashcan hoop".

Take homes can be freebies from sports teams

LIBRARY REGATTA

Ages 6-14

Goals: To have fun and keep cool.
To perhaps spark an interest in watersports/boating/swimming

The idea is for each child to make a boat. These can be made from plans given out the previous week at the library, or a creation of the child's imagination. Boats could be made from walnut shells, foam sponges, milk cartons, popsicle sticks, whatever.

Another alternative is to actually make the boats at the library.

Have kiddie wading pools on the lawn/parking lot. Divide boats into classes..."the walnut class" - "the sponge class", etc. Then have contests to see which boat floats best, longest, furthest, and make sure everyone gets some sort of prize. The prizes could be foil and ribbon Olympic medals.

SPORTING CARDS WORKSHOP

Ages 10 and Up

Summary:
This is an informational workshop in which a presenter discusses different aspects of card collecting, including where to obtain them, how to trade, and determining the value of a collection. Participants are encouraged to bring their own cards to trade after the presentation.

Age: 10 years and up

Materials Needed:
Tables or floor space to trade cards, price guides to check current prices. Two popular price guides are: *Confident Collector Card Price Guide Series* and *Official Price Guide Series* (Beckett).

Procedure:

1. Possible presenters may be owners or employees of local sporting card shops. Many avid adult collectors would be good presenters, also. Ask if they are available for the trading part of the program to answer questions and provide assistance.

2. Allow about 30-45 minutes for presentation and about an hour for trading.

3. Be aware that some kids may try to take advantage of others, either by unfair trades or even stealing cards! Warn participants of potential problems before program starts.

4. If possible, give away packs of cards to participants so that everyone has something to trade and take home.

PROGRAM IDEAS

JUMANJI: the Game

1. Read Jumanji by Chris Van Allsburg or tell it with slides (very effective).

2. Play Jumanji with a life-size board.

To make the board:

Use 2'x2' tag board squares, carpet squares or laminated sheets of construction paper. Draw pictures on some of the squares with characters that appear in the story (monkeys, lion, guide, etc.). Lay out squares in an interesting pattern like the game board in the story and tape securely to the floor or ground.

Procedure:

Children throw a giant die to see how many spaces they will move. The giant die can be made out of a square cardboard box stuffed with paper then covered with white paper and the appropriate dots on each side or large foam dice can be made or bought (dice should be about 12" square).

Children move along the game board and have to follow all the adventure commands (see the sheet of sample adventure commands) when they land on a square with a character drawing. Adventure commands can be written on the square or children can draw a command out of a grab bag. The first child who reaches the Golden Towers at the end and shouts Jumanji, wins.

Hint: If you have a lot of children at your programs you can make more than one board and have several games going on simultaneously.

A Jumanji Game for Children to Make

Prepare a packet of the following materials for each child:

Materials:

1. Token--something to be used to move around the board like colored plastic discs, penny, etc.)
2. Stickers or colored dots--to be placed on squares that will become the square where children will follow an adventure command.
3. Paper dice (pattern included) or commercially bought dice.
4. Sheet of adventure commands with some blank spaces for children to make up some of there own.
5. On card stock or paper that you will laminate later, photocopy the pattern of the gameboard.

Procedure:
On the day of the program:

1. Give each child one packet, gameboard, crayons, scissors.
2. Hand out crayons and have each child write their name on back of their game board. Children can also use the crayons to color the squares on their game board.
3. Hand out scissors to cut out dice and cut up adventure command sheet.
4. Suggest to the children that they will want to scatter the adventure squares throughout the board or they tend to bunch them all together at the beginning of the game.
5. Let them make their game boards, and when they have finished set the children up to play the game with one another.

Instructions:
How to play the game:

Start at the deepest jungle.

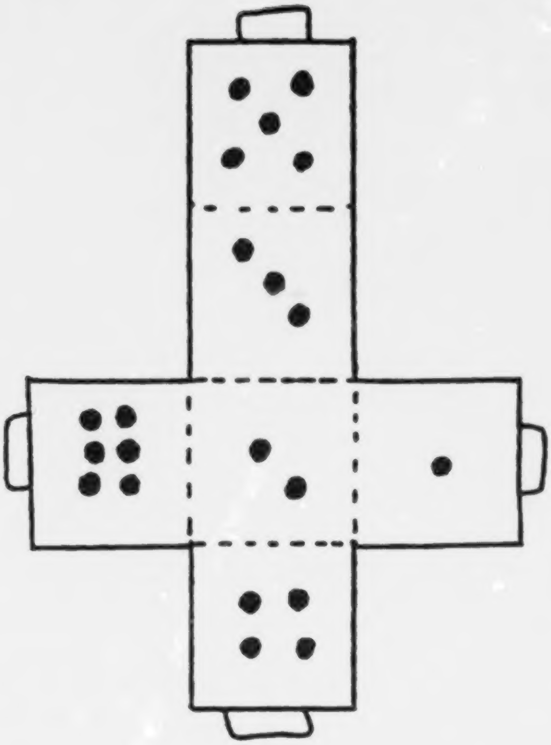
Throw die moving the indicated amount of squares.

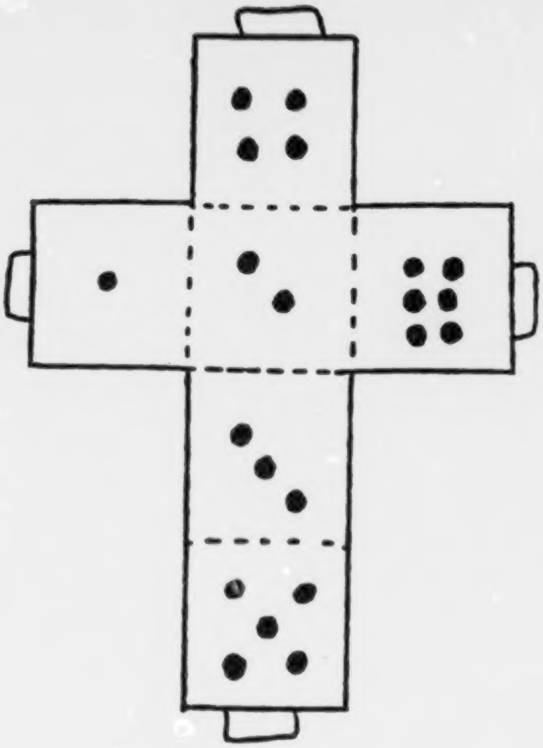
When landing on a square with a sticker, pick an adventure command and follow the instructions. First child to reach Jumanji wins!

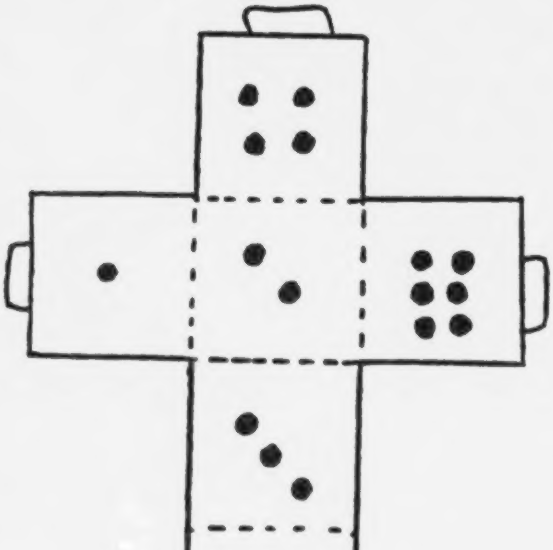
Children can pair off in groups of two and play the game on one child's board then for the second game use the other child's board.

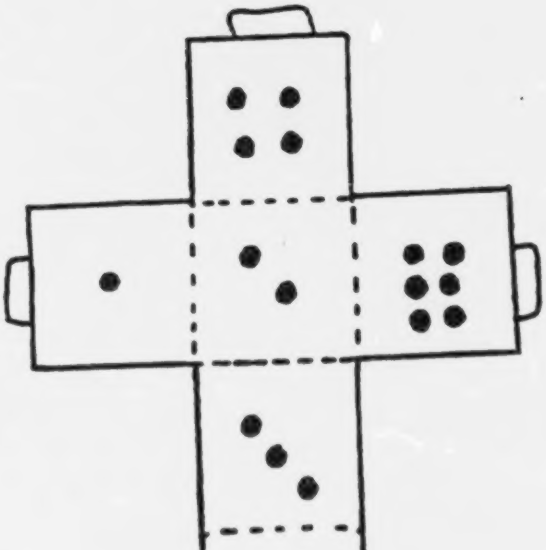
On the following pages are Jumanji game patterns.

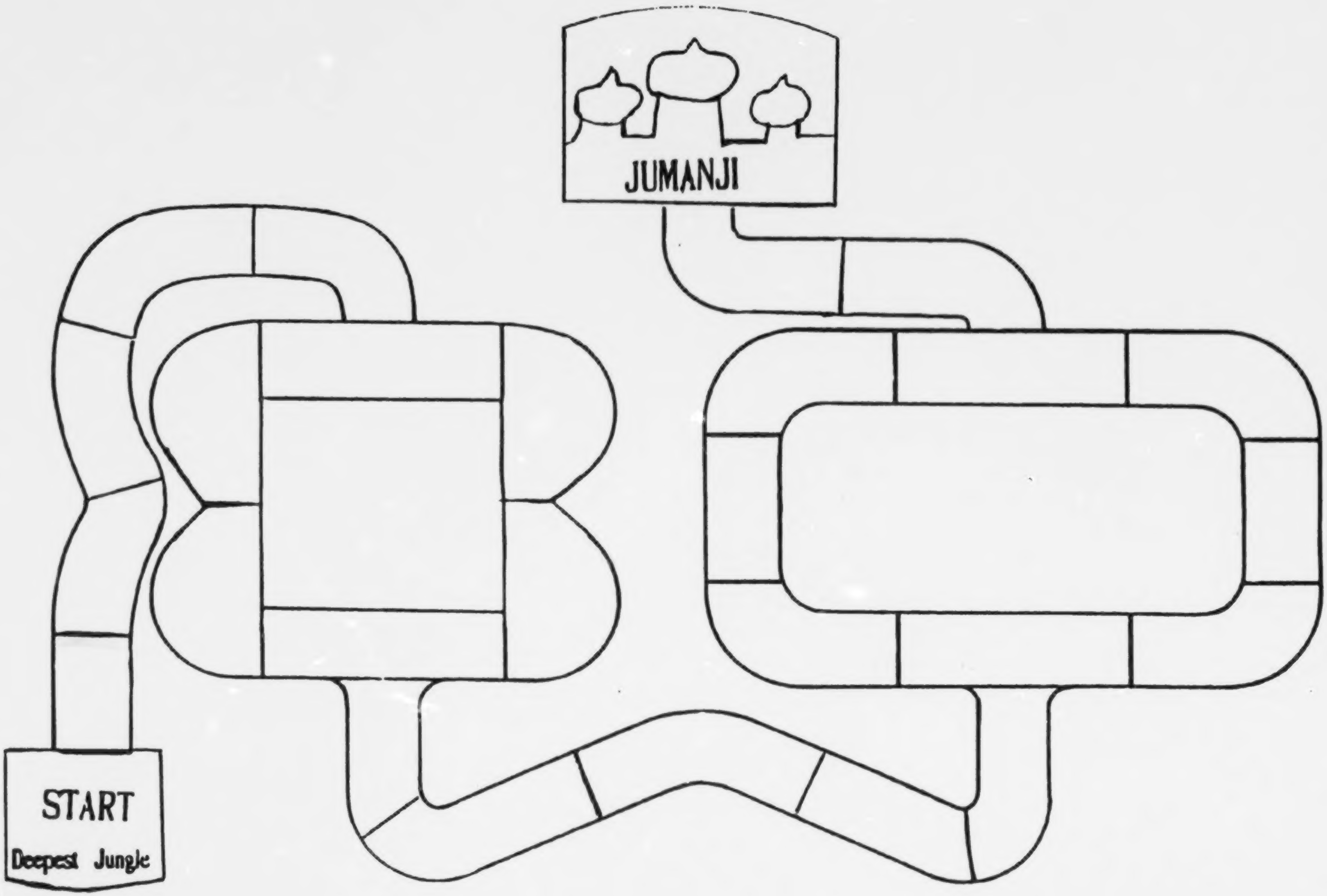
MONKEYS STEAL FOOD MISS 1 TURN	MONKEYS STEAL FOOD MISS 1 TURN	MONKEYS STEAL FOOD MISS 1 TURN	MONKEYS STEAL FOOD MISS 1 TURN
GUIDE GETS LOST, LOSE 2 TURNS	GUIDE GETS LOST, LOSE 2 TURNS	GUIDE GETS LOST, LOSE 2 TURNS	GUIDE GETS LOST, LOSE 2 TURNS
VOLCANO ERUPTS GO GO BACK 3 SPACES	VOLCANO ERUPTS GO BACK 3 SPACES	VOLCANO ERUPTS GO BACK 3 SPACES	VOLCANO ERUPTS GO BACK 3 SPACES
RHINOCEROS STAMPEDE, GO BACK 2 SPACES	RHINOCEROS STAMPEDE, GO BACK 2 SPACES	RHINOCEROS STAMPEDE, GO BAC K 2 SPACES	RHINOCEROS STAMPEDE, GO BACK 2 SPACES
DISCOVER SHORT CUT, ROLL AGAIN	DISCOVER SHORT CUT, ROLL AGAIN	DISCOVER SHORT CUT, ROLL AGAIN	DISCOVER SHORT CUT, ROLL AGAIN
BITTEN BY TSETSE FLY, LOSE 1 TURN.	BITTEN BY TSETSE FLY, LOSE 1 TURN.	BITTEN BY TSETSE FLY, LOSE 1 TURN.	BITTEN BY TSETSE FLY, LOSE 1 TURN.
SWING ACROSS SWAMP ON VINE ADVANCE 2 SPACES	SWING ACROSS SWAMP ON VINE ADVANCE 2 SPACES	SWING ACROSS SWAMP ON VINE ADVANCE 2 SPACES	SWING ACROSS SWAMP ON VINE ADVANCE 2 SPACES
LION ATTACKS BACK 2 SPACES	LION ATTACKS BACK 2 SPACES	LION ATTACKS BACK 2 SPACES	LION ATTACKS BACK 2 SPACES
STUCK IN QUICKSAND! LOSE 1 TURN.	STUCK IN QUICKSAND! LOSE 1 TURN.	STUCK IN QUICK SAND! LOSE 1 TURN.	STUCK IN QUICK SAND LOSE 1 TURN.
FIND A GOOD PLACE TO HIDE. ADVANCE 3 SPACES.	FIND A GOOD PLACE TO HIDE. ADVANCE 3 SPACES.	FIND A GOOD PLACE TO HIDE. ADVANCE 3 SPACES.	FIND A GOOD PLACE TO HIDE. ADVANCE 3 SPACES.







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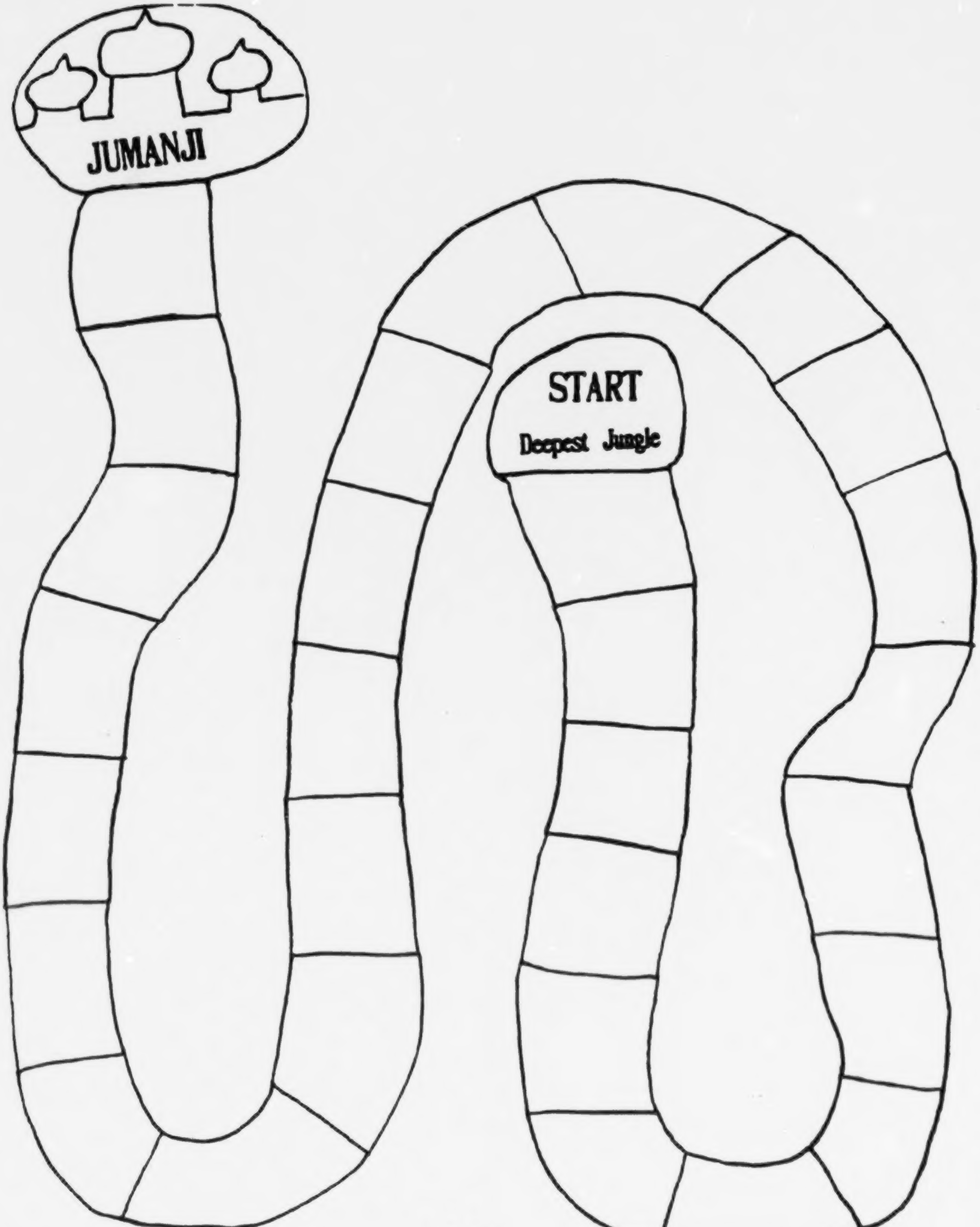
Deepest Jungle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START
Deepest Jungle

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SPORTS IN ACTION!

Photography Workshop and Contest

Ages: Middle school -teens

Summary:

Teens enjoy photography. What better way to capture "sports in action" for an Olympic summer? So that everyone has a fair chance, begin with a photography workshop to teach basic camera skills, subject selection, and darkroom techniques. Then, hold a photography contest for teens only.

Photography Workshop:

1. First, you will need an instructor.
   * Try your local community college to see if there is a photography teacher willing to do the workshop.
   * Perhaps there is a well-known photo expert in your town willing to teach.
   * Try your local newspaper and see if their staff photographer can do the workshop for you.
   * A local photography studio may be able to provide a volunteer instructor.

2. You will want to take registration for the workshop so you know how many students to expect and you do not exceed space limitations. Begin registration one week before the program.

3. Ask your instructor what materials are needed. Usually, the instructor will be able to bring demonstration materials. Students can bring their cameras along if they wish.

4. One to three hours is the right time frame for a class like this for teens, depending on what the instructor is able to cover. Limit age of participants to 12-18, or those in (or going into) 7th-12th grades.

5. Be sure to announce the photo contest before the students leave. Have flyers/brochures ready to hand out so they know what to expect.

6. Prepare a bibliography of photography books in your library that participants can use. Hand out with the photo contest information. You may want to display photography books in your library as well.

Photography Contest:

1. Submission: Choose a 2-week time span for submissions. Photos may be reclaimed at the library when the contest is over.

2. Subject matter: "Sports in Action" is the theme of this contest. Photographers will need to capture teams or individual players participating in their sport. The choice of sports is up

to the entrant. Both action and still shots will be accepted as long as subjects are involved in their sport. Encourage photographers to be creative!

3. Specifications: Black/white or color, from 5" x 7" to 11" x 14". Any type of still camera may be used. Contestants may do their own developing and printing or have it done commercially. Each entry must be mounted and labeled on the back with the contestant's full name, address, age/grade, phone number, type of camera and title of picture including the name of the sport. Up to three (3) photos may be submitted by each contestant. You can use the Photography Contest Registration Form for contestants if you wish.

4. Judging Photos: will be judged by a select committee. You can try to get local professional photographers (perhaps your instructor) and/or your library director and other staff members to judge. Three is an ideal number of judges. They will look for photographic quality, originality and appropriateness of subject matter to the theme. Set a date when winners will be announced.

5. Prizes: have first, 2nd and 3rd prizes plus Honorable Mentions. Prepare ribbons for the winning photos and certificates for the contestants. Get local businesses to sponsor the event by providing the prizes. Monetary awards, gift certificates, books about photography or cameras make good prizes. Be sure to thank those who have agreed to provide prizes by mentioning them in your brochure about the contest. Your Friends group may also be willing to provide prizes.

6. Exhibit: Use the winning photos as part of your Olympic theme display. Announce that the winning photos will be on display in the library for a set time period after which contestants may claim them

REMEMBER -- YAs don't need to be pros to enter the contest! All teens, both experienced and non-experienced, are encouraged to enter. Who knows who will capture the "sport in action" that is a winner!?

……

Photography Contest Registration Form

Name ____

Address ____

Phone number ____________________ Age ________ Grade ________

Type of camera used _________________________________

Title of Picture ______________________________________

Name of sport captured in action _______________________

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How To Play Winning Football. Rochester, NY: Eastman Kodak Co., 1988.

Little Giants. Burbank, CA: Warner Home Video, 1994. 0-7907-2396-4. Football.

Mighty Ducks. Burbank, CA: Walt Disney Home Video, 1993. Ice Hockey.

NFL Super Duper Football Follies. Los Angeles, CA: NFL Films, 1989. 1558-734994.

Phoenix Suns: 25th Anniversary Video. Beverly Hills, CA: Fox Video, 1993.

Rookie of the Year. Beverly Hills, CA: Fox Video, 1993. 0-7939-8521-8. Baseball.

Sandlot. Beverly Hills, CA: Fox Video, 1993. 0-7939-8500-5. Baseball.

When It Was A Game: Greats of Baseball History (1934-1957). New York: HBO Video, 1991.

Talking Books

Bayless, Skips. *The Boys*. New York: Simon & Schuster Audio 1993. 0471-880144. Dallas Cowboys (football) history.

Will, George F. *Men at Work: the craft of baseball*. New York: Harper Audio, 1991. Baseball history.

Baseball - Nonfiction

Appel, Martin, 1948
The First Book of Baseball. Crown 1988 95p il lib bdg $9.95 (4-6) 796.35
1. Baseball
ISBN 0-517-56726-1 LC 88-47653

"Basic rules of play and tips on batting and pitching strategies precede a break-down of what goes on during the professional season from the spring-training camps and minor-league farm teams' first exercises through the off-season award announcements and Hall of Fame election. A yearly rundown of significant events digests baseball history, providing readers with an overview of important players and a background of the game's development." Booklist

Arnow, Jan, 1947
Louisville Slugger, the Making of a Baseball Bat; the Making of a Written and photographed by Jan Arnow. Pantheon Books. 1984 39p il $11.95; lib bdg $12.99(4 and up) 796.357
1. Baseball—Equipment and supplies
ISBN 0-394-86297-X; 0-394-962974 (lib bdg) LC 84 7049
"A step-by-step, fascinating account of the making of professional baseball bat from the search for the right ash tree, to its final shaping by hand, to the specifications of each individual player. Profusely illustrated with full-page black and white photographs, this book makes be process come alive and tells children about an artifact still made with pride." Soc Educ

Cooper, Michael 1950
Playing America's Game; the Negro League Baseball. Lodestar Books. 1993
96p il $15.99 (5 and up) 796.357
1. Baseball
2. Black athlete
ISBN 0-525-67407-1 LC 92-2927
A photo essay presents the history of the Negro Baseball League
"With a spacious format and many black-and-white photographs, this attractive book looks reader friendly. Appended are a list of museums and organizations to contact for more information." Booklist
Includes bibliography

Gardner, Robert, 1929
The Forgotten Players; The Story of Black Baseball in America; [by] Robert Gardner and Dennis Shortelle. Walker & Co. 1993. 120p il $12.95; lib bdg $13.85 (5 and up). 796.357
1. Baseball
2. Black athletes
ISBN 0-8027-8248-5; 0-8027-8249-3 (lib bdg) LC 92-29618
Traces the history of the Negro leagues from the late nineteenth through the early twentieth century
Sports fans who are used to being fed statistics, game accounts, and biographical information will get some of this, but more significantly will be exposed to an insightful look at social history. Both the black-and-white photographs and the text are fully documented with the inclusion of over 125 endnotes. SLJ

Grosshandler, Henry
Everyone Wins at Tee Ball; Henry and Janet Grosshandler. Cobblehill Books. 1990.
unp il lib bdg $12.95. (K-3). 796.357
1. Baseball
ISBN 0-525-65016-4 LC 89-7875
This "book introduces youngsters to the basic rules and skills of a game that is similar to baseball but styled for players too young to hit a pitched ball. The format, with large type and few sentences on each page, will enable some players to read the book independently, but the main audience is a slightly younger child." Booklist

Hughes, Dean, 1943
Baseball Tips; by Dean Hughes and Tom Hughes. illustrated by Dennis Lyall. Random House. 1993. 91p il lib bdg $9.99; pa $5.99. (3-5). 796.357
1. Baseball
ISBN 0-679-93642-4 (lib bdg); 0-679-83642-X (pa) LC 92-13406
A beginner's guide to baseball basics with tips on how to hit, run bases, field, throw, and sharpen skills through practice.

"The authors' uncomplicated style, the open format, and the lively tone make the book pleasant as well as easy to read, and the illustrations... are generally excellent." Booklist
Includes glossary

Jaspersohn, William
Bat, Ball, Glove; The Making Of Major League Baseball Gear. Little, Brown. 1989. 93p il $14.95. (3-5). 796.357
1. Baseball—Equipment and supplies
ISBN 0-316-45820-1 LC 88-27198
"The process that the Rawlings Sporting Goods Company uses to make and deliver gloves, baseballs uniforms, and bats to major league players is told in this informative and fun-to-read book. The book is loaded with entertaining details and interviews with those who make, market, and use Rawlings gear (including Ozzie Smith, Vince Coleman, and Darryl Strawberry). Crisp black-and-white photographs fill nearly every page and couldn't be better at explaining the text." SLJ

Kalb, Jonah
The Easy Baseball Book; illustrated by Sandy Kossin. Houghton Mifflin. 1976. 49p il $14.95. (3-5). 796.357
1. Baseball
ISBN 0-395-24385-8 LC 75-44085
In short simple sentences, the author "gives directions, hitting... as well as fielding and pitching. The basic directions for each skill are followed by sections on common mistakes and practice tips." SLJ

Kreutzer, Peter
Little League's Official How-To-Play Baseball Book; [by] Peter Kreutzer and Ted Kerley, illustrated by Alexander Verbitsky. Doubleday 1990 210p il $19.95; pa $12.95 (4 and up) 796.357
1. Little League Baseball Inc.
2. Baseball
ISBN 0-385 41227-4; 0-38541278-9 (pa) LC 89-28097
The "contents include gripping, throwing, and catching the ball; hitting; bunting; base running; sliding; pitching; defensive positioning fitness; and warm-ups... An added bonus is the inclusion of the Official Little League playing rules." Voice Youth Advocates
This book provides sound advice on the strategy of playing various positions in the field as well as the basics of hitting... A useful resource for players willing to work at improving their skills." Booklist

Ritter, Lawrence S.
The Story of Baseball; foreword by Ted Williams. rev ed. Morrow. 1990. 210p il $13.95; pa $8.95 (5 and up). 796.357
1. Baseball
ISBN 0-688-09056-7; 0 688-09057-5 (pa) LC 89-48952
First published 1983
This illustrated history focuses on the stars of the game. Discussions of batting, pitching fielding, base running, and strategy are included.

Solomon, Chuck
Major-League Batboy. Crown. 1991. unp il lib bdg $12.99. (2-4). 796.357
1. Baseball
ISBN 0-517-58245-7 LC 90-43275
Text and photographs follow a day in the life of a bat boy for a major league baseball team

"In a balanced mix of a detail-rich first-person narrative and vibrant photos, baseball enthusiasts are treated to a unique behind-the-scenes introduction to clubhouse life." Published Weekly

Sullivan, George, 1927
The Art Of Base-Stealing. Dodd, Mead. 1982. 126p il. $11.95. (5 and up). 796.357
1. Baseball
ISBN 0-396-08040-5 LC 81-17430
"The rise and decline of stealing bases is traced through baseball history to give the reader a perspective on the careers of those whose skills have made the record books... Sullivan's detailed discussion and statistics focus on techniques used by Ty Cobb, Max Carey, Lou Brock, and others. The numerous black-and white photographs and drawings, many from early baseball history, complement a text that increases appreciation for the moves required and gives young players tips on how to watch the pitcher and improve their own stealing Booklist

Sullivan, George, 1927
Baseball Kids. Cobblehill Bks. 1990. 96p il. $13.95. (4 and up). 796.357
1. Baseball
ISBN 0-525-65023-7 LC 89-29102
"Sullivan presents profiles of individual players on two Little League teams... Following a brief introduction, each of the 12 chapters looks at a particular Little Leaguer, how he developed an interest - in playing the game, and the nuances of various playing positions and batting styles." SLJ
"The writing is clear and interesting, and on the theory that kids learn well from their peers, this book may succeed in teaching some fundamentals and finer points of the game." Booklist
Includes glossary

Better Baseball For Boys. New and completely updated ed. Dodd, Mead 1981. 63p il lib bdg $9.95; pa $2.95. (4 and up). 796.357
1. Baseball
ISBN 0-396-07912-1 (lib bdg); 0-396-08288-2 (pa) LC 80-22022
First published 1959 under the authorship of David C. Cooke
The author provides "tips on running, hitting, throwing, and fielding in such a way that the reader becomes familiar with the game and not inundated with useless facts and trivia." Voice Youth Advocates
Pitcher, illustrated with photographs by the author and line drawings by Don Madden. Crowell 1986. 53p il lib bdg. $11.89. (3-6). 796.357
1. Baseball
ISBN 0-690-04539-5 LC 85-47939
"Aiming at Little League players, Sullivan focuses on the essential skills young pitchers must master to refine and improve their game. He provides practical tips on warming up, delivery, grip, developing control and pitching strategy with black-and-white sequence photographs of pitchers in action... Sullivan's text is honed to a compact style—one that is informative and accessible to young pitchers needing simple guidance in learning the basics correctly. Madden's line drawings add a humorous, light touch." Booklist

Football - Nonfiction

Anderson, Dave
The Story of Football; foreword by O.J. Simpson. Morrow. 1985. 196p il lib bdg.

$13.95; pa $8.95. (5 and up) 796.332
1. Football
ISBN 0-688-05634-2 (lib bdg); 0-688-05635-0 (pa) LC 85-7195
"After a solid historical background centered around the personalities who forwarded the game from the late nineteenth century, this overview proceeds through chapters on each position, its functions and moves, and its best representative Here Anderson proves particularly adept at moving from one great name to the next in a telling pattern instead of a hodgepodge... Intelligent coverage for fans and players alike." Bull Cent Child Books

Madden, John
The First Book Of Football. Crown 1988. 90p il $10.95. (5 and up). 796.332
1. Football
ISBN 0-517-56981-7 LC 87-3798 1
"Combining anecdotes with the nitty gritty of the discipline, Madden describes how football is played and introduces the offense, defense, and specialty teams. Using diagrams, he explains how to play the game better, and even how to watch a game with an eye toward Improving skills... A good mix of down-home wisdom and cagey advice... Illustrated with photographs and diagrams." Booklist

Sullivan, George, 1927
All About Football. Dodd, Mead 1987 128p il. $10.95; pa $6.95. (4 and up). 796.332
1. Football
ISBN 0-396-09095-8; 0-399-21907-2 (pa) LC 87-17383
The author explains the game of football: "how it is played, the various playing positions, basic offensive and defensive strategy. There is a bit of football history, a close-up look at the field and equipment, and an explanation of competition at the different levels, with various conferences,: leagues, and ruling bodies defined.
...[Players] including Joe Namath, O.J. Simpson, Roger Staubach, and Jim Brown, are profiled." Publisher's note
Includes glossary

Better Football For Boys. New arid completely updated ed. Dodd, Mead. 1980. 64p il $9.95; pa $2.95. (4 and up) 796.332
1. Football
ISBN 0-396-07843-5; 0-396-08241-6 (pa) LC 80-12597
First published 1958 under the authorship of David C. Cooke
The author covers the basics: passing, punting, kicking, blocking, and tackling. Illustrated with black-and-white photos and diagrams
Includes glossary

Quarterback; illustrated with photographs by the author and line drawings by Don Madden. Crowell. 1982. 50p il $11.95. (4 and up). 796.332
1. Football
ISBN 0-690-04241-8 LC 81-43889
Discusses what it takes to become a quarterback, how to train with weights, how to pass and handle the ball, and how to improve one's performance
"Beginning quarterbacks will find a host of tips and lots of advice for successful plays in this slim introduction to the position. Sullivan defines just what it is the quarterback does, lists what it takes, and then offers a systematic approach for developing the necessary skills. There's humor in the squiggly cartoon drawings, but it is the generous selection of black-and-white photographs that offer the most constructive illustration." Booklist

Basketball - Nonfiction

Anderson, Dave
The Story of Basketball; foreword by Julius Erving. Morrow. 1988. 182p il. $12.95; pa. $8.95. (5 and up). 79.323
1. Basketball
ISBN 0-688-06748-4; 0-688-06749-2 (pa) LC 88-6842
"Divided into two sections, the book first views basketball historically... The second part of the discussion gives the important elements of the game: shooting passing, rebounding defensive moves, and coaching. Rather than simply explaining these fundamentals, Anderson illustrates them by citing the careers of various athletes." Booklist

Antonacci, Robert Joseph, 1916-
Basketball For Young Champions; [by] Robert J. Antonacci and Jene Barr illustrated by Patti Boyd. 2d ed. McGraw-Hill. 1979. 183p il (Young champion series). $10.95. (5 and up). 796.323
1. Basketball
ISBN 0-07-002141-4 LC 78-8029
First published 1960
Instruction in how to guard, dribble, shoot for the basket, pass and catch the basketball. Within each chapter specific shots, dribbles, passes, etc. are described as well as exercise for both solo and group use that will improve players' skins. A clearly written, detailed, and helpful guide for both boys and girls." SLJ

Boyd, Brendan C.
Hoops: Behind the Scenes with the Boston Celtics; photographs by Henry Horenstein; text by Brendan Boyd and Robert Garrett. Little, Brown. 1989. 127p il. $15.95; pa $8.95. (5 and up). 796.323
1. Boston Celtics (Basketball team)
2. Basketball
SBN 0-316-37319-2; 0-316-37309-5 (pa) LC 88-82539
The authors "offer readers a behind-the-scenes look at a professional basketball team, the Boston Celtics. Calling the book a family album, the authors spotlight not only well-known players but also other contributors to the team... Horenstein's expressive black-and-white photographs contribute to the backstage feeling." Booklist

Sullivan, George, 1927
All About Basketball. Putnam. 1991. 160p il $12.99; pa $7.95. (5 and up). 796.323
1. Basketball
ISBN 0-399-61268-8; 0-399-21793-2 (pa) LC 91-10141
Gives an overview of the history and the rules of the game of basketball, along with discussion of various plays and profiles of famous players
"This is an ideal book for readers who know little about the game... Fans and players will also find the book interesting... The text is liberally illustrated with action photos, portrait shots, line drawings, and diagrams. Six of the photographs show women players, but no personal or team records for women's basketball are given nor are women stars profiled. A glossary of basketball words and terms and a good index give this work value as a reference book as well as for general reading." Booklist

Sullivan, George, 1927
Better Basketball For Boys. New and completely updated ed. Dodd, Mead. 1980. 64p il $9.95. (4 and up). 796.323
1. Basketball

ISBN 0-396-07857-5 LC 80-1011
First published 1960 under the authorship of David C. Cooke
The author "details bad handling, passing, various shots rebounding and offensive and defensive skins... Well illustrated with lots of black-and-white photos and diagrams." SLI
Includes glossary

Better Basketball for Girls. Dodd, Mead. 1978. 64p il lib. bdg. $9.95. (4 and up).796.323
1. Basketball
ISBN 0-396-07580-0 LC 78-7732
"Sullivan gives a brief history of women's basketball in the United States, makes some suggestions for getting in condition and choosing sneakers, and launches into a skillby-skill explanation of techniques and skills (various passes various shots screening, getting free, etc.) and concludes with several chapters on team defense and defensive play." Bull Cent Child Books
Includes glossary

Soccer - Nonfiction

Dolan, Edward F. 1924
Starting Soccer, a Handbook for Boys & Girls; photographs by Jameson C. Goldner. Harper & Row 1976 114p il $5.95; Wilshire Publishers. pa $5.00. (5 and up) 796.334
ISBN 0-06-21682-4; 0-87980-352-5 (pa) LC 76-3838
Divided into three main sections (The Basics Game Time and Building Your Skills), this book covers such specifics as kicking, rules and the different playing positions, along with practice mini-games and warm-up exercises.
The book is "well illustrated with black-and-white photographs." Booklist

Jackson, C. Paul (Caary Paul), 1902
How To Play Better Soccer, illustrated by Don Madden. Crowell. 1978. 147p il lib bdg. $12.89. (4 and up). 796.334
1. Soccer
ISBN 0-690-03828-3 LC 76-51450
The author "gives a history of the game, and explains the rules and techniques.... Team play and position play are lucidly described and the diagrams illustrating them are well-placed and adequately labeled. A chart of official signals, a glossary, and an index are appended" Bull Cent Child Books
Sullivan, George, 1927-
Better Soccer for Boys and Girls. Dodd, Mead. 1978. 64p il. $10.99. (4 and up).796.334
1. Soccer
ISBN 0-399-61232-7 LC 77-16869 S
The author describes the way the game is played, explains the rules, includes a quiz to make sure the reader understands them, and gives detailed advice on each aspect of play." Bull Cent Child Books
Includes glossary

Sports Poetry

At the Crack of the Bat; baseball poems compiled by Lillian Morrison; illustrated by Steve Cieslawski. Hyperion Books. for Children 1992. 64p il. $14.95; lib bdg. $14.89. (3-5). 811.008
1. Baseball—Poetry

2. American poetry—Collections
ISBN 1-56282-176-8; 1-56282-177-6 (lib bdg) LC 91-28946

An illustrated collection of poems, by a variety of authors, about the game and personalities of baseball
"Line drawings and full-color paintings have a dramatic vitality that should appeal to baseball buffs as much as will this excellent collection of poems by an experienced anthologist... There is variety of style, form, mood, and subject, but a unanimity of theme and high quality." Bull Cent Child Books

Mathis, Sharon Bell, 1937
Red Dog, Blue Fly; Football Poems; pictures by Jan Spivey Gilchrist. Viking. 1991. unp il. $13.95 (3-5). 811
1. Football—Poetry
ISBN 0-670-83623-0 LC 91-50266
"Mathis traces a young boy's football season in a sensitive collection of verses... Each verse is a gem of sight, sound, or emotion." Booklist

Thayer, Ernest Lawrence, 1863-1940
Casey at the Bat 811
1. Baseball—Poetry LC88-45290
Some editions are: Godine $12.95; pa $8.95. Illustrated by Barry Moser, afterward by Donald Hall (ISBN 0-87923-722-8)
Putnam lib bdg $13.95; pa $1.95 With additional text and illustrations by Patricia Polacco (ISBN 0-399-21585-9; 0-698-20486-7)
Raintree Pubs lib bdg $27.99 Illustrated by Ken Bachaus (ISBN O8172-2243-X) includes cassette.
Smith, P. $15 Illustrated by Jim Hull; introduction by Martin Gardner (ISBN 0-8446-5613-5)
Workman pa $5.95 Drawings by Keith Bendis; introduction by Roger Kahn (ISBN 0-89480-303-4) Has title:
The illustrated Casey at the bat. First published 1888
A narrative poem about the celebrated baseball player who strikes out at the crucial moment of a game.

Sports Biography

Robinson, Jackie, 1919-1972
Adler, David A. Jackie Robinson: he was the first; written by David A. Adler illustrated by Robert Casilla. Holiday House, 1989 48p il (First biography) lib bdg $12.95 pa $4.95 (3-5)
1. Baseball—Biography
2. Black athletes
ISBN 0-8234-0734-9 (lib bdg); 0-8234-0799-3 (pa) LC 88-23924
Traces the life of the talented and determined athlete who broke the color barrier in major league baseball in 1947 by joining the Brooklyn Dodgers.
This biography is "clearly written, admiring but not adulatory, and succinct without being terse... Adler does a good job in covering the highlights of Robinson's career and maintains a balance between facts about that career and about Robinson's personal life the intention is accurate, the tone subdued, so that any tension and action speak the more volubly for themselves.
Bull Cent Child Books

Robinson, Jackie, 1919-1972— *Continued*

Golenbock, Peter. Teammates; written by Peter Golenbock; designed and illustrated by Paul Bacon. Harcourt Brace Jovanovich. 990 unp il lib bdg $15.95; pa $5.95 (1-4). 92

1. Reese, Pee Wee, 1919-
2. Brooklyn Dodgers (Baseball team)
3. Baseball—Biography
4. Black athletes

ISBN 0-15-200603-6 (lib bdg); 0-15-284285-3 (pa) LC 89-38166

"Gulliver books"

Describes the racial prejudice experienced by Jackie Robinson when he joined the Brooklyn Dodgers and became the first black player in Major League baseball and depicts the acceptance and support he received from his white tear mate Pee Wee Reese.

"Golenbock's bold and lucid style distills this difficult issue, and brings a dramatic tale vividly to life. Bacon's spare, nostalgic watercolors, in addition to providing fond glimpses of baseball lore, present a haunting portrait of one man's isolation. Historic photographs of the major characters add interest and a touch of stark reality to an unusual story, beautifully rendered." Published Weekly

Scott, Richard.

Jackie Robinson. Chelsea House 1987 110p (Black Americans of achievement) lib bdg $16.95; pa $9.95 (5 and up) 92

1. Baseball—Biography
2. Black athletes

ISBN 1-55546-609-5 (lib bdg); 0-7910-0200-4 (pa) LC 87-745

"The life of Jackie Robinson, the first black baseball player in the National League, is presented along with black-andwhite photographs depicting events from his success. A forward by Coretta Scott King and a chronology, along with the accurate and smooth flowing text, provide insights into Robinson s personal and professional struggles to succeed." SLJ

Includes bibliography

Jordan, Michael

Deegan, Paul Joseph. *Michael Jordan Basketball's Soaring Star*, [by] Paul J. Dee Lerner Publs. 1988 55p il. (Achievers) bdg $8.95; pa $3.95 (4 and up) 92

1. Basketball—Biography
2. Black athletes

ISBN 0-822S-0492-8 (lib bdg) 0-8225-9548-6 (pa) LC 8729669

Describes the life and career of the Chicago Bulls basketball player who became the first player in twenty four years to score more than 3,000 points in one season.

Sports - Fiction

Avi, 1937

S.O.R. Losers. Bradbury Press. 1984. 90p. $ 11.95; Avon Bks. pa $2.75 (5 and up) Fiction

1. Soccer–Fiction
2. School stories

ISBN 0-02-793410-1; 0-380-69993-1 (pa) LC 84-11022

Each member of the South Orange River eighth-grade soccer team has qualities of excellence, but not on the soccer field.

"Short, pithy chapters highlighting key events maintain the pace necessary for successful comedy... The style is vivid, believably articulate, for the narrator and his teammates may be deficient athletically but not intellectually. Certainly, the team manifesto 'People have a right to be losers' is as refreshing as it is iconoclastic." Horn Book

Christopher, Matte 1917
The Hit-Away Kid; illustrated by George Ulrich. Little, Brown. 1988. 60p il lib bdg $9.95, pa $2.95. (2-4). Fiction

1. Baseball—Fiction

ISBN 0-316-13995-5 (lib bdg); 316-14007-4 (pa) LC 87-24406
Barry McGee, star batter for the Peach Street Mudders enjoys winning so much that he has a tendency to bend the rules; then the dirty tactics of the pitcher a rival team give him a new perspective on sports ethics.
"This is predictable in theme if not in plot (Barry's team loses), but kids will get the reading practice they need on a subject that's palatable and popular." Bull Cent Child Books

Tackle Without a Team; illustrated by Margaret Sanfilippo. Little, Brown. 1989. 145p il. $12.95. (5 and up). Fiction

1. Football—Fiction
2. Drugs—Fiction
3. Mystery and detective stories

ISBN 0-316-14067-8 LC 88-22644
Unjustly dismissed from the football team for drug possession, Scott learns that only by finding out who planted the marijuana in his duffel bag can he clear himself with his parents.
Christopher's message—that smoking cigarettes or pot is a bummer—comes through loud and clear. Lots of action and enough suspense hold the plot together." Booklist

Cohen, Barbara, 1932
Thank You, Jackie Robinson; drawings by Richard Cuffari. Lothrop, Lee & Shepard Bks. 1974. 125p. il lib bdg. $12.95; Scholastic pa $2.75. (4-6). Fiction

1. Baseball—Fiction
2. Friendship—Fiction
3. Blacks—Fiction

ISBN 0-688-07909-1 (lib bdg) 0-590-42378-9 (pa) LC 73-17703
"When 60-year-old Davey (Black) comes to work at the inn for Sam's mother, Sam Jewish and fatherless) gains a friend. Davey takes Sam to see the Brooklyn Dodgers (circa 1945), and an avid, statistic-spouting Dodger fan is born. When Davey becomes ill, Sam gets Jackie Robinson and his teammates to autograph a ball for Davey." Child Book Review Service
"Cohen's characters have unusual depth-and her story succeeds as a warm, understanding consideration of friendship and, finally, death." Booklist

Hurwitz, Johanna
Baseball Fever, illustrated by Ray Cruz. Morrow 1981. 128p. il $12.95. lib bdg $12.88. Dell pa $2.95. Fiction

1. Baseball—Fiction
2. Fathers and sons—Fiction

ISBN 0-688-00710-4; 0-688-00711-2 (lib bdg) 0 440-40311-1 (pa) LC81-5633
"Ten-year-old Ezra suffers from 'Baseball Fever' and a father who has no interest in the sport Mr. Feldman is constantly nagging Ezra to show an interest in chess. A weekend trip that takes the pair to Cooperstown and the Hall of Fame sets the stage for father-and-son rapprochement" SLJ
"A brisk, breezy story about a believable family is told with warmth and humor." Bull Cent Child Books

BEST COPY AVAILABLE

Konigsburg, E. L.
About The B'nai Bagels, written and illustrated by E. L. Konigsburg. Atheneum Pubs. 1969. 172p. il $13.95; Dell pa $2.95 (4-6). Fiction

1. Jews—United States—Fiction
2. Baseball—Fiction

ISBN 0-689-20631-3; 0-440-40034-1 (pa) LC 69-13529
A "story of a Jewish Little League team. Twelve-year old Mark Stezer has problems: his mother is manager of the team; his brother is coach This makes some sticky situations and 'overlaps' in his life. And he has worries about losing his best friend. Mark matures having to make some difficult decisions on his own." Read Ladders for Human Relations. 5th edition
"Penetrating characterizations emerge by implication; and the author's unfailing humor and her deep understanding of human nature are as noticeable as ever." Horn Book

Meyers, Walter Dean, 1937
Me, Mop, And The Moondance Kid; illustrated by Rodney Pate. Delacorte Press 1988. 154p il $13.95. (4-6). Fiction

1. Baseball—Fiction
2. Adoption—Fiction
3. Friendship—Fiction

ISBN 0-440-50065-6 LC 88-6503
"Eleven-year-old T. J. and his younger brother Billy a.k.a the Moondance Kid, have been living with their adoptive parents for about six months, and are settling in well They are worried that their friend Mop, a girl who has not yet been adopted, may be transferred to an orphanage some distance away. Mop decides to join T. J.'s little league team in order to get close to the coach and his wife, whom she suspects are interested in adopting her." SLJ
"Myers's keen sense of humor, quick, natural dialogue and irresistible protagonists make this novel a winner." Published Weekly

Park, Barbara, 1947-
Skinnybones. Knopf. 1982. 112p. $9.95; lib bdg $9.99. pa $2.95 (4-6) Fiction

1. School stories
2. Baseball—Fiction

ISBN 0-394-84988-4; 0-394-94988-9, lib bdg). 0-394-94988-9 (pa) LC 81-20791
The novel's hero "Alex Frankovitch (short, thin 'Skinnybone'), is a realist who knows that winning the Most Improved Player awards for six years only means that each year he has started out 'stink-o' and gone to 'smelly.' His particular nemesis this year is TJ. Stoner, TJ.'s brother plays for the Chicago Cubs, and T.J.'s so good he could be suiting up with them momentarily himself. At least that's the way it seems to Alex, who always manages to be on TJ.'s wrong side and in the middle of a disaster because of it. Alex finally comes into his own when he wins the Kitty Fritters TV Contest and thus gets his own taste of what being a celebrity is like." Booklist
Followed by Almost starring Skinnybones.

Slote, Alfred
Finding Buck McHenry. HarperCollins Pubs. 1991. 250p. $13.95. lib bdg. $13.89. (4-6) Fiction

1. Baseball—Fiction
2. Backs—Fiction

ISBN 0-06-021652-2; 0-06-021653-0 (lib bdg) LC 90-39190
Eleven-year-old Jason, believing the school custodian Mack Henry to be Buck McHenry, a famous pitcher from the old Negro League, tries to enlist him as a coach for his Little League

team by revealing his identity to the world "Slote skillfully blends comedy, suspense and baseball in a highly entertaining tale." Published Weekly

Matt Gargan's Boy. Lippincott. 1975. 159p. o.p. HarperCollins Publishers. paperback available $3 50. (4-6) - Fiction

1. Baseball—Fiction
2. Divorce—Fiction

ISBN 0-06 440154-5 (pa) LC 74-26669

"Baseball-playing Danny Gargan's chief concern is keeping his divorced mother from dating other men so that when his father retires from major league baseball the two can get back together again. His plans begin to go awry with the appearance of the Warren family not only does his mother obviously like Mr. Warren a widower, but one of his daughters is a competent ballplayer who wants to try out for Danny's team. Danny's eventual coming to terms with situations that be cannot change is well handled; and Slote's able use of first-person narrative fosters some apt characterizations as well as added insight into the mechanics of Danny's diminishing egotistical and male chauvinistic streaks." Booklist

The Trading Games.. Lippincott 1990 200p. $13.95. lib bdg $13.89 (66) Fiction

1. Baseball cards—Fiction
2. Fathers and sons—Fiction
3. Grandfathers—Fiction

ISBN 0-397-32397-2; 0-397-32398-0 (lib bdg) LC 89-12851

"Andy Harris' baseball card collection inherited from his recently deceased father, contains some valuable items, including a 1952 Mickey Mantle card worth $2500. He's willing, however, to trade Mantle for a 25cent card that pictures his grandfather, Jim 'Ace 459' Harris, whom Andy idolizes... It's not until Grampa coaches Andy that he learns why the relationship between his father and grandfather was strained." SLJ

"Slote does a masterful job grounding the moral dilemmas of growing up within the rigorously measured world of the baseball diamond. Friendship, father-son intimacy, and the rough edges of adult life are all examined and filtered through the eyes of a boy who instinctively understands more than he knows." Booklist

Smith, Robert Kimmel, 1930

Bobby Baseball; illustrated by Alan Tiegreen. Delacorte Press. 1989. 165p il. $13.95 (4-6) - Fiction

1. Fathers and sons—Fiction
2. Baseball—Fiction

SBN 0-385-29807-2 LC 89-1175

Ten year-old Bobby is passionate about baseball and convinced that he is a great player. The only problem is to get a chance to prove his skill, especially to his father.

"Baseball fans who share Bobby's fantasies will admire his determination and empathize with his stinging realization. Smith's crisp dialogue vivifies the book's appealing characters, and Tiegreen's illustrations lend an antic refreshing celebration to Bobby's predicaments. This is an upbeat, refreshing celebration of the spirit of our national pastime. Published Weekly

Soto, Gary

Taking Sides. Harcourt Brace Jovanovich. 1991. 138p. $15.95. (5 and up). Fiction

1. Hispanic Americans—Fiction
2. Basketball—Fiction

ISBN 0-15-284076-1 LC 91-11082

Fourteen-year-old Lincoln Mendoza, an aspiring basketball player, must come to terms with his divided loyalties when he moves from the Hispanic inner city to a white suburban neighborhood.

This is a "light but appealing story... Because of its subject matter and its clear, straightforward prose, it will be especially good for reluctant readers." SLJ
Includes glossary

Tunis, John R., 18891975
The Kid From Tomkinsville. Harcourt
Brace Jovanovich 1987. 278p. (Baseball diamonds, 1) $14.95; pa $3.95. (5 and up). Fiction
1. Baseball—Fiction
ISBN 0-15-242568-3; 0-15-242567-5 (pa) LC 86-27104
Also available from Smith, P. $15.75 (ISBN 0-8446-6353-0)
A reissue of the title first published 1943
As the newest addition to the Brooklyn Dodgers, young Roy Tucker's pitching helps pull the team out of a slump; but, when a freak accident ends his career as a pitcher, he must try to find another place for himself on the team. Other available titles about Roy Tucker and the Brooklyn Dodgers are: Keystone kids (1943); Rookie of the year; (1944),World Series (1941).

Williams, Karen Lynn
Baseball and Butterflies; illustrated by Linda Storm. Lothrop, Lee & Shepard Bks.
1990 79p il $12.95 (24) Fiction
1. Brothers—Fiction
2. Butterflies—Fiction
3. Baseball—Fiction
ISBN 0-688-09489-9 LC 90-5713
"Daniel is anxiously awaiting summer vacation, during which he plans to read and add to his butterfly collection. Problems arise when he discovers that his younger brother Joey is not only a nuisance and a tattletale, but also a better baseball player than Daniel... Essentially a story about the discoveries children make about each other when they learn to communicate, the book has no conflicts or major social problems." SLJ
"This is light fare with the kinds of ups and downs that keep younger readers actively engaged. A nice choice for those new to novels" Booklist

Sports - Easy Fiction

Day, Alexandra

Frank and Ernest Play Ball. Scholastic. 1990. unp it lib bdg. $12.95. E
1. Elephants—Fiction
2. Bears—Fiction
3. Baseball—Fiction
ISBN 0-590-42548-X : LC 89-10312
Frank and Ernest have "agreed to manage a baseball team for a single game in the owners' absence. The pair admit to knowing little about the game, but conscientiously do their homework and with the help of a Dictionary of Baseball, set about to learn the lingo." SLJ
"Day's rich watercolors nicely capture the pastoral quality of the game (there's green in every picture), and young fans will enjoy Frank and Ernest determined efforts to learn new meanings for old words. It's never too early, after all, to appreciate the poetry of baseball."
Booklist

Isadora, Rachel
Max; story & pictures by Rachel Isadora. Macmillan. 1976. unp il. $12.95; pa $3.95.
1. Baseball—Fiction

356

2. Ballet—Fiction

ISBN 0-02-747450-X; 0-02-043800-1 (pa) LC 76-9088

Max is the star of his baseball team. On a Saturday morning, he has time to spare before his game and accepts (with some hidden disdain) the invitation of his sister, Lisa, to watch her ballet class in action. Max is surprised to find himself interested and happy to join the students at teacher's suggestion... The experience pays off at the ball park where Max hits a home run. Now he warms up for the game each week at Lisa's dancing class. The pictures are an ebullient combination of grace and comedy, with the leggy students dipping and soaring, in contrast to Max in his uniform." Published Weekly

Kessler, Leonard P, 1920 -

Here comes the Strikeout. newly. il ed. HarperCollins Pubs. 1992. 64p il. $13; lib. bdg. $12.89

1. Baseball—fiction

ISBN 0-06-023155-6; 0-06-023156-4 lib bdg) LC 91-14717

A revised and newly illustrated edition of the title entered in main catalog. "An I can read book"

In the slightly revised text Willie advises "Lucky helmets won't do it. Lucky bats won't do it. Only hard work will do it. Though the original edition sounded better, with its more memorable 'Lucky hats won't do it. Lucky bats won't do it', obviously being safe is more important than being pithy. Other changes include girls on the baseball teams and fullcolor illustrations replacing the old two-tone ones." Booklist

Kessler, Leonard P.

Kick, Pass, and Run; by Leonard Kessler. Harper & Row. 1966. 64p. il hardcover o.p. paperback available. $3.50

1. Football—Fiction

ISBN 0-06-444012-5 (pa) LC 66-18656

"A Sports I can read book"

"Football rules and terms are tackled in easy-to-read, easy-to-remember terms and reinforced by the illustrated glossary that follows the comic story of animal teams imitating the Giants and the Jets." Best Books for Child, 1968.

"May [also] appeal to the older reluctant reader." Hodges. Books for Elementary School Libraries

Followed by On your mark, get set, go! (1972)

Kuskin, Karla

The Dallas Titans Get Ready for Bed; illustrations by Marc Simont. Harper & Row 1986 36p il. $11.95; lib bdg $11.89; pa $3.95 E

ISBN 0-06-0235624; 0-06-023563-2 fib bdg); 00644318S0 (pa) LC S349470

"A Charlotte Zolotow book"

Follows a fictitious football team off the field, into the locker room, and to their homes, describing the normal routine after a game and examining the uniforms and pieces of equipment as they are removed.

As the "players undress, Kuskin and Simont reveal an enormous amount of information about the game and gear, providing at the same time a sophisticated counting book... Kuskin's text throughout is a poetic, energetic romp, and Simon's robust pictures of the big, round players (in the shower they look like 'small wet whales') and the glorious upheaval of the locker room are a perfect match." Bull Cent Child Books

McCully, Emily Arnold

Grandmas At Bat. HarperCollins Pubs. 1993. 64p il. $13; lib bdg $12.89.

1. Baseball—Ficton
2. Grandmothers—Fiction

ISBN 0-06-021031-1; 0-06-021032-X (lib bdg) 92-8318 E

"An I Can Read Book"
Pip's two grandmothers, who cannot agree on anything, take over coaching her baseball team and create chaos.
"Illustrated with McCully's expressive ink drawings washed in bright colors, this unusual, and admittedly improbable, baseball tale will entertain beginning readers as well as slightly younger sluggers who like to hear sports stories read aloud." Booklist

Mochizuki, Ken, 1954
Baseball Saved Us; written by Ken Mochizuki; illustrated by Dom Lee. Lee & Low Bks. 1993. unp il. $14.95. E

1. Japanese Americans—Evacuation and relocation, 1942-1945—Fiction
2. World War, 1939-1945—Fiction
3. Baseball —Fiction
4. Prejudices —Fiction

ISBN 1-880000-01-6 LC 92-73215
A Japanese American boy learns to play baseball when he and his family are forced to live in an internment camp during World War II, and his ability to play helps him after the war is over.
"Fences and watchtowers are in the background of many of Lee's moving illustrations, some of which were inspired by Ansel Adams' 1943 photographs of Manzanar... The baseball action will grab kids—and so win the personal experience of bigotry." Booklist

Tafuri, Nancy
The Ball Bounced. Greenwillow Books. unp il. $11.95.
ISBN 0-688-07871-0 LC 87-37582
"A baby, hitching a ride in his mother's laundry basket throws a ball. Off it goes, scaring the cat, dog and bird and bouncing into a table and door until finally it stops at the baby's basket. 'And the baby laughed.' Tafuri accompanies the simple story line, with her distinctive large, full-colored pictures done in water, color paints and black pen outlines." SLJ

Teague, Mark, 1963-,
The Field Beyond the Outfield. Scholastic 1992 unp il. $13.95. E

1. Fear—Fiction
2. Baseball—Fiction

ISBN 0-590-45173-1 LC 91-18055
"Ludlow Grebe sees monsters everywhere. His worried parents... urge him to try Little League. But playing outfield encourages flights of fancy, and before Ludlow knows what's happened, he's up to bat for a team of strange green flying critters... Flat, bright colors coupled with expert use of depth give the paintings a uniform solidity that makes even Ludlow's imaginings seem real, and children will stare at the game's unusual spectators and delight in the fact that they seem to be staring right back." Booklist

Boats and Boating - Nonfiction

Biesty, Stephen
Stephen Biesty's Cross-Sections: Man-of-War, illustrated by Stephen Biesty, written by Richard Platt. Dorling Kindersley. 1993. 27p il. $16.95. (4 and up). 359.1

1. Great Britain. Royal Navy
2. Seafaring life
3. Ships

ISBN 1-56458-321-X LC 92-21227

Text and cutaway illustrations depict life aboard a British warship of the Napoleonic era, covering such topics as work, leisure, discipline, navigating and fighting.

"The intriguing text, presented in brief, anecdotal notes, is accompanied by smaller drawings, making this meticulously presented book a treasure of factual content and visual imagery." Booklist

Includes glossary

Gibbons, Gail

The Great St. Lawrence Seaway. Morrow Junior Bks. 1992. unp il. maps $15; lib bdg $14.93. (K-3). 386

1. Saint Lawrence Seaway lib bdg)

ISBN 0-688-06984-3; 0-688-06985-1 (lib bdg) LC 91-9851

Tells the story of this inland waterway from the earliest explorers' dream of an Orient passage to todays vast computer-operated system of canals, locks, and gates, and the ships that traverse them.

"Gibbons's crisp, detailed pictures and explicit yet animated text enable readers to absorb her well researched facts with ease... Concise definitions and clearly labeled maps and illustrations make this journey informative as well as entertaining." Published Weekly

Scarry, Huck, 1953

Life on a - Barge; a sketchbook. Prentice-Hall. 1982. 69p il $10.95. (3-6). 386

1. Canals
2. Boats and boating

ISBN 0-13-535831-0 LC 81-20976

Discusses the canals found around the world, the barges which use them, and the people who operate these boats.

"The text, written in an easy, almost conversational tone, accompanies pages of fine pencil sketches... Scarry has packed in a lot of information regarding shipping via barges and touches topics ranging from Archimedes' principle of water displacement to the history and uses of sugar beets." SLJ

Barton, Byron

Boats. Crowell. 1986. unp il. $6.95. lib bdg $11.89. (K-l). 387.2

1. Boats and boating
2. Ships

ISBN 0-694-00059-0; 0-690-04536-0 (lib bdg) LC 8-47900

Depicts a variety of boats and a cruise ship docking and unloading passengers.

"Thick black outlines contain vivid colors... clean lines, bright hues, and undemanding text." Booklist

Gibbons, Gail

Boat Book. Holiday House. 1983. unp il. lib bdg. $13.95; pa $5.95. (K-2). 387.2

1. Boats and boating
2. Ships .

ISBN 0-8234-0478-1 (lib bdg), 0-8234-0709-8 (pa) LC 82-15851

An introduction to "all sorts of seafaring craft... [including] speedboats, sailboats, canoes, cruise ships, police and fire boats and commercial and military vessels. Various means of propulsion

(wind, oars and paddles, engine power) are explained, as are the uses of each type of boat." Published Weekly
"The text, though stilted, is logically presented in a noncondescending runner. Brights color illustrations throughout show an array of boats moving through the water... Most of the illustrations are full page, and all of them are playfully bordered with a scalloped edge that resembles an ocean wave." SLJ

Kentley, Eric
Boat; written by Eric Kentley. Knopf. 1992. 63p il (Eyewitness bks) $15.00; lib bdg $15.99. (4 and up). 387.2
1. Ships
2. Boats and boating

ISBN 0-679-81678-X; 0-679-91678-4 (lib bdg) LC 91-53136
"A Dorling Kindersley book"
A history of the development and uses of boats, ships, and rafts, from birch-bark canoes to luxury liners.

Moran, Tom, 1943
Canoeing is for Me; photographs by Robert L. Wolfe. Lerner Publications. 1984. 47p il (Sports for me books) lib bdg. $8.95. (3-5). 797.1
1. Canoes and canoeing

ISBN 0-8225-1142-8 LC 83-19957
"Brothers Adam and John Paul describe what happens when they first learn how to use a canoe properly. It's a fairly simple lesson: how to enter a canoe, the terminology of its parts, how to paddle and steer and how to carry a canoe on land (get help). There's also a warning to always use a personal flotation device (formerly called a life jacket)." SLI
Includes glossary

Rockwell, Anne F.-1934
Boats; by Anne Rockwell. Dutton. 1982. unp it $11.95; pa $3.95. (K-1). 387.2
1. Boats and boating
2. Ships

ISBN 0-525-44004-6; 0-525-44219-7 (pa) LC 82-2420
The author describes "boats that float on quiet ponds
rivers 'and the wide, blue sea.' The craft, ranging from tiny sailboats that children maneuver in a park pool to great liners, are all manned by bears who will gain the affection of tykes and also introduce them to boats that are for work, for play, boats that go fast or slow, that float, are pushed and/or pulled by motors, etc." Published Weekly
"The cheerful line drawings filled with rich, limpid watercolors show the boats on water of varied shades of blue. Of certain appeal to the young, unsophisticated viewer, the book is an outstanding example of an informational picture boom Horn Book

The **Visual** dictionary of ships and sailing.
Dorling Kindersley 1991 64p il
(Eyewitness visual dictionaries) $14.95; lib bdg. $15.99. 387.2
1. Boats and boating
2. Ships
3. Picture dictionaries

ISBN 1-879431-20-3; 1-879431-35-1 (lib bdg) LC 91-60900
This is a visual guide to nautical terminology with brief text describing ships and boats from ancient times to the present.

"*Ships and Sailing* is intriguing. The pages proceed from the ships of Greece, Rome, and the Vikings through wooden and iron ships of all kinds to knots, signals, fogs, and gear used and worn by sailors The detailed cutaways are works of art." Booklist

Wyler, Rose
Science Fun with Toy Boats and Planes; pictures by Pat Stewart. Messner. 1986. 46p. il lib bdg $11.38; pa $4.95. (2-4). 507
1. Science—Experiments
2. Boats and boating
3. Airplanes

ISBN 0-671-55573-1 (lib bdg); 0-671-62453-9 (pa) LC 85-8842
Easy experiments to do at home or school with home equipment, showing basic principles of how boats float and move and how planes fly.
"The clear text is brief and is supplemented by clarifying illustrations and step-by-step diagrams in gray and yellow. For each concept, simple experiments are outlined, along with questions that will pique interest and help to direct readers. The materials can be easily found at home or at school. Young experimenters can do many of the experiments alone, but some require adult supervision for cutting The book could be used by individuals, small groups, or by teacher and class in science study." SLJ

Scarry, Huck, 1953
Life on a Fishing Boat; a sketchbook. Prentice-Hall. 1983. 69p il maps. $10.95. (3-6). 639.2
1. Fisheries
2. Fishing
3. Boats and boating

ISBN 0-13-535856-6 LC 83-9631
The author-illustrator's "personalized look at the fishing industry, mostly as it operates off Frances' Brittany coast and in the North Sea. Scarry went aboard several fishing vessels, and what he saw is deftly recorded on these pages". Besides shipboard scenes, readers also see dockside and port activities, market operations, and canning factories At the close is a brief look at what's caught where in North American waters." Booklist

Boats & Boating - Fiction

Bauer, Marion Dane
Face to Face; a novel. Clarion Books. 1991. 176p. $ 13.95. (5 and up) Fiction
1 Fathers and sons—Fiction
2. Rafting (Sports)—Fiction

ISBN 0-395-55440-3 LC 90-49608
Picked on at school by bullies, thirteen-year-old Michael confronts his fears during a trip to Colorado to see his father, who works as a whitewater rafting guide and whom Michael has not seen in eight years.
"Bauer remains true to Michael's perspective, portraying characters as the boy sees them but painstakingly revealing the flaws in his vision as well, Her handling of the psychological aspects of Michael's coming-of-age is deft and strong." Horn Book

Fisher, Leonard Everett, 1924
Sailboat Lost. Macmillan 1991 unp. $15.95.
1. Boats and boating—Fiction

ISBN 0-02-735351-6 LC 90-21504

Two boys are stranded when their boat is carried away by a high tide and then rescued when it returns.
The author's "pictorial narrative, prefaced by a spare but richly suggestive poem, chronicles the journey with surprising intensity and emotion. Rendered in brilliant blues, his paintings invite imaginations to roam as they eloquently convey the excitement of the open sea and the feel of wind in the sails." Published Weekly

Flack, Marjorie, 18971958
The Boats on the River; story by Marjorie Flack; pictures by Jay Hyde Barnum. Viking 1991. c1946. 31p il. $14.95. E
  1. Boats and boating
ISBN 0-670-83918-3
A Caldecott Medal honor book, 1947
A reissue of the title first published 1946
"From the giant ocean liner to the tiny rowboat, boats of an kinds ply the river... The rhythmic, lyrical text and realistic watercolors evoke the thriving Hudson River of the 1940s." Horn Book

Macaulay, David, 1946-
Ship. Houghton Mifflin. 1993. 96p il. $19.95. (4 and up) Fiction
  1. Shipwrecks—Fiction
  2. Underwater exploration—Fiction
  3. Caribbean region—Fiction
ISBN 0-395-52439-3
"The book begins with a fictional archeological crew salvaging the remains of a caravel, a 500-year-old sailing ship, from the bottom of the ocean... Then, halfway through the book, Macaulay begins another tale—the design, financing, contracting, construction and launch of that same fictional caravel in the year 1405... Macaulay plays with the relationships between time and color, words and illustrations, and he varies visual perspectives to offer a rich reading experience." Published Weekly

Maestro, Betsy, 1944
Ferryboat, by Betsy and Giulio Maestro. Crowell 1986 unp il map. $13.95; lib bdg. $13.89 E
  1. Boats and boating—Fiction
ISBN 0-690-04519-0, 0-690-04520-4 (lib bdg) LC 85-47887
A family crosses the Connecticut River on a ferryboat and observes how the ferry operates
Illustrated with "sunny watercolor paintings in realistically detailed double-page spreads... Children who are familiar with the procedure should enjoy this recreation of their experience, and others may be intrigued. This may also appeal to very young children who are in the any-vehicle-is-a-good-vehicle stage. An appended note gives historical information about the ferry on which the book is based, the Chester-Hadlyme Ferry, which began operating in 1769." Bull Cent Child Books

Rand, Gloria
Salty Dog; illustrated by Ted Rand. Holt & Co. 1989. unp il lib bdg. $13.95 E
  1 Dogs—Fiction
  2. Boats and boating—Fiction
ISBN 0-8050-0837-3 LC 88-13453
Salty the dog helps his master build a sailboat
"This engaging and affectionate tale is illustrated in brilliant watercolor spreads that pay close attention to detail. The rich atmosphere of a seagoing community is nicely evoked, and

Salty appears in every illustration,growing from adorable miniscule pup to well-behaved dog." SLJ

Swift, Hildegarde Hoyt, d. 1977
The Little Red Lighthouse and the Great Gray Bridge; by Hildegarde H. Swift and Lynd Ward. Harcourt Brace Jovanovich 1942. unp il. $15.95; pa $4.95 E

1. George Washington Bridge (N.Y. and NJ—Fiction
2. Lighthouses—Fiction

ISBN 0-15-247040-9; 0-15-652840-1 (pa) LC 42-36286
"After the great beacon atop the... George Washington Bridge was installed, the little red lighthouse feared he would no longer be useful, but when an emergency arose, the little lighthouse proved that he was Still important" Hodges. Books for Elementary School Library
"The story is written with imagination and a gift for bringing alive this little lighthouse and its troubles... [Lynd Ward's] illustrations have some distinction and one in particular, the fog creeping over the river clutching at the river boats, has atmosphere, rhythm and good colour." Ont Libr Rev

FIND THE COUNTRIES

Can you find the 126 countries hidden in this puzzle: The names are written horizontally, vertically, and diagonally. All of the countries are members of the United Nations. Country names are given on the next page.

D U R U G U A Y T A O G O T U R K E Y N A M R E G T S E W O P
N E N O L Q S C U N E P L A N T I A C I R A T S O C V I R T E
A W N I K C J Y N I B A S R I L A N X A M H R O F A D N A W R
L A R M T O L P O T A N Z A N I A L B N I G E R I A F D L N U
A S T E A E M R P N S A T O D F L I M O E A I N A B L A E W O
E B M X N R D U I E P M A L I O U Q P R A I B A R A I D U A S
Z Y U I X E X S A G O A T S A R F I L O S T X D B S E D F C X
W E I C U F O L T R U W A F G H A N I S T A N L I W O X I Z O
E L G O W N J S V A S O R O M O C S B E G N D O S E M L V E M
N O L X A O I B H U T A N U R L I R E J E A L X A S B E O C A
I R E L I D C T Q A P E P F A U R O R O R H O N D U R A S H N
C U B A T E C E E R G T S J L Z F C I H M G M O P C O N G O M
A S L W O A N A R D L I H C E B A D A X A P W E A W F E P S O
R S J O Y U G O S L A V I A U N H M S V N I R S R A Y B I L N
A I O N A S R L B O T R N T Z U T L B I Y T A T A I S R D O G
G A R T I T U N I S I A A W E R U E A I S J S U G N A T R V O
J F D L B R A G C O N E R B N J O P P I A L O O U N S W O A L
A D A R M I S P A H E E L J E A S K L S A I S Y A L A M U K I
U O N O A A N R F N I C B I V M A A R M N E M E Y Y I B E I A
S H U N C A R Y O E D N A W H F I M L N A D T Q U D R O R A A
T I D E N B I E X P O A R S N C R R P P P N V O N M E L I R T
R J L T R O L A G U T R O P O W E N A Q A L T A I E Q I P A L
A U V H H A I T I C D F P S X L G A L T J I L E D R U V H M O
L K U E R A J H U T M O T J M A L T A O E E P R I V A I E R V
I R M R E G I N O N F E C H A D A S O S R S C T W V T A N U R
A A E L N M W L R A I N A M O R O S L I R P I E J A O N A B E
I I L A P E N Q A V V T S A Y N E X T N A P L I R F R J C O P
S N A N I H C E O N L S E H S E D A L C N A B J T X I J S F P
E E S D B J R S T E D P O D R A P P A A P O U X I A A P R F U
N I A S D W F I N L A N D A X O D C W P R W P S V O L Z R I S
O D N A L O P O M E R O O M R I I N D O F I E S O P G Y A C E
D E R A N C O L A A T C S U D A N A I R Y S R T R I U U L I N
N O P O S T N A C R C L N P M Q U G C E H R N O Y L I R A Q I
I U I N A P O S T O R U R A T U L E D N R A A B C S N A R O P
K N N T D Y A F R D I X J M I E G C X O N E C D O D E B T I P
U D A O I G J O N A P E U Q I L M A Z O M L I R A T A Q N L I
C R O A A E M W U V S M T B N F M X B H U A N P S L O H E N L
A L M D L E R B C L T B R A Z I L U N O O T I Q T P R O C O L
N K A M P U C H E A N O O R E M A C L R N D M V D N A L E C I
A M S A R P I U T S B U L G A R I A W O B U O S E N E C A L H
D O E N O N A B E L N R K U I P D V O U C N D M A N I R U S P
A S U R O D A U C E I G U A T E M A L A B O T S W A N A L P A

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FIND THE COUNTRIES
Answers

Afghanistan
Albania
Algeria
Angola
Argentina
Australia
Austria
Bangladesh
Belgium
Bhutan
Botswana
Brazil
Bulgaria
Burma
Byelorussia
Cameroon
Canada
Central African
Empire
Chad
Chile
China
Columbia
Comoros
Congo
Costa Rica
Cuba
Cyprus
Czechoslovakia
Denmark
Dominican Republic
East Germany
Ecuador
Egypt
El Salvador
Equatorial Guinea
Ethiopia
Fiji
Finland
France
Gabon
Gambia
Ghana
Greece
Guatemala
Haiti
Honduras
Hungary
Iceland
India
Indonesia
Iran
Iraq
Ireland
Israel
Italy
Ivory Coast
Jamaica
Japan
Cordon
Kampuchea
Kuwait
Laos
Lebanon
Liberia
Libya
Luxembourg
Madagascar
Malaysia
Mali
Malta
Mexico
Mongolia
Morocco
Mozambique
Nepal
Netherlands
New Zealand
Nicaragua
Niger
Nigeria
Norway
Omen
Pakistan
Panama
Paraguay
Peru
Phillippines
Poland
Portugal
Qatar
Romania
Rwanda
Samoa
Saudi Arabia
Senegal
Sierra Leone
Singapore
South Africa
Spain
Sri Lanka
Sudan
Surinam
Sweden
Syria
Tanzania
Thailand
Togo
Tunisia
Turkey
Uganda
UkraineKenya Union of Soviet
Socialist
Republics
United Arab
Emirates
United Kingdom
Unites States
Upper Volta
Uruguay
Venezuela
Vietnam
West Germany
Yemen
Yugoslavia
Zaire
Zambia

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MATCH THE FOOD TO THE COUNTRY

HOT DOGS AND APPLE PIE
RICE
TACOS
SPAGHETTI
TEA AND CRUMPETS
SAUERBRATEN
DUTCH LETTERS
FORTUNE COOKIES
FAIRY BREAD
SWEDISH MEATBALLS
DATES
BRAZIL NUTS
ECLAIRS
BORSCHT
TORTILLA
GOULASH
MEALIE (EAR OF CORN)
IRISH SODA BREAD
FRIED NOODLES WITH EGGS
KABOBS
SWISS CHEESE
KRINGLE

ITALY
GERMANY
JAPAN
HOLLAND
CHINA
UNITED STATES
MEXICO
ENGLAND
LAOS
IRELAND
FRANCE
SPAIN
INDIA
SWITZERLAND
RUSSIA
EGYPT
NORWAY
AUSTRALIA
SWEDEN
HUNGARY
SOUTH AFRICA
BRAZIL

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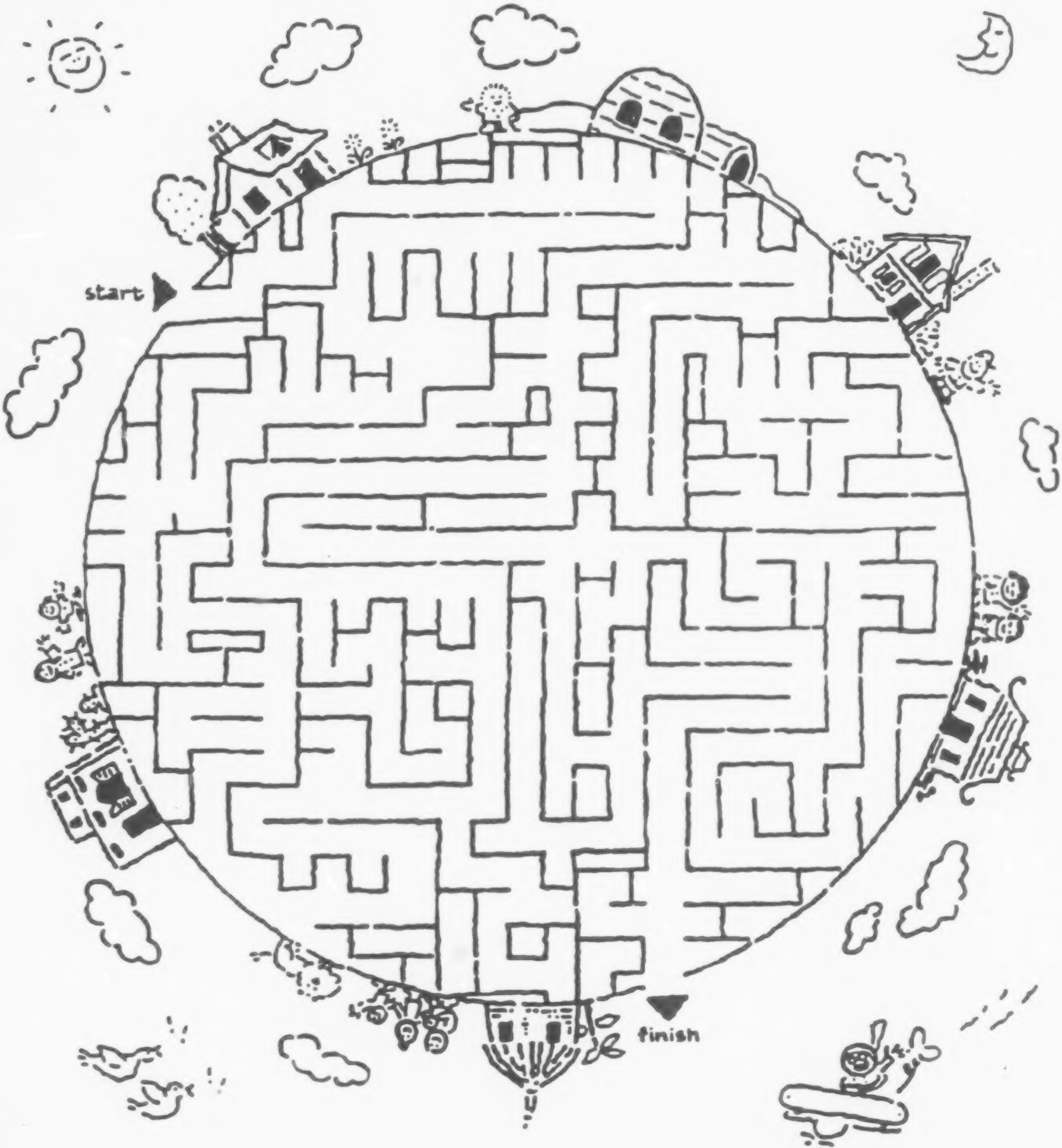
MATCH THE FOOD TO THE COUNTRY

ANSWERS

HOT DOGS AND APPLE PIE	UNITED STATES
RICE	JAPAN
TACOS	MEXICO
SPAGHETTI	ITALY
TEA AND CRUMPETS	ENGLAND
SAUERBRATEN	GERMANY
DUTCH LETTERS	HOLLAND
FORTUNE COOKIES	CHINA
FAIRY BREAD	AUSTRALIA
SWEDISH MEATBALLS	SWEDEN
DATES	EGYPT
BRAZIL NUTS	BRAZIL
ECLAIRS	FRANCE
BORSCHT	RUSSIA
TORTILLA	SPAIN
GOULASH	HUNGARY
MEALIE (EAR OF CORN)	SOUTH AFRICA
IRISH SODA BREAD	IRELAND
FRIED NOODLES WITH EGG	LAOS
KABOBS	INDIA
SWISS CHEESE	SWITZERLAND
KRINGLE	NORWAY

AMAZING WORLD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finish

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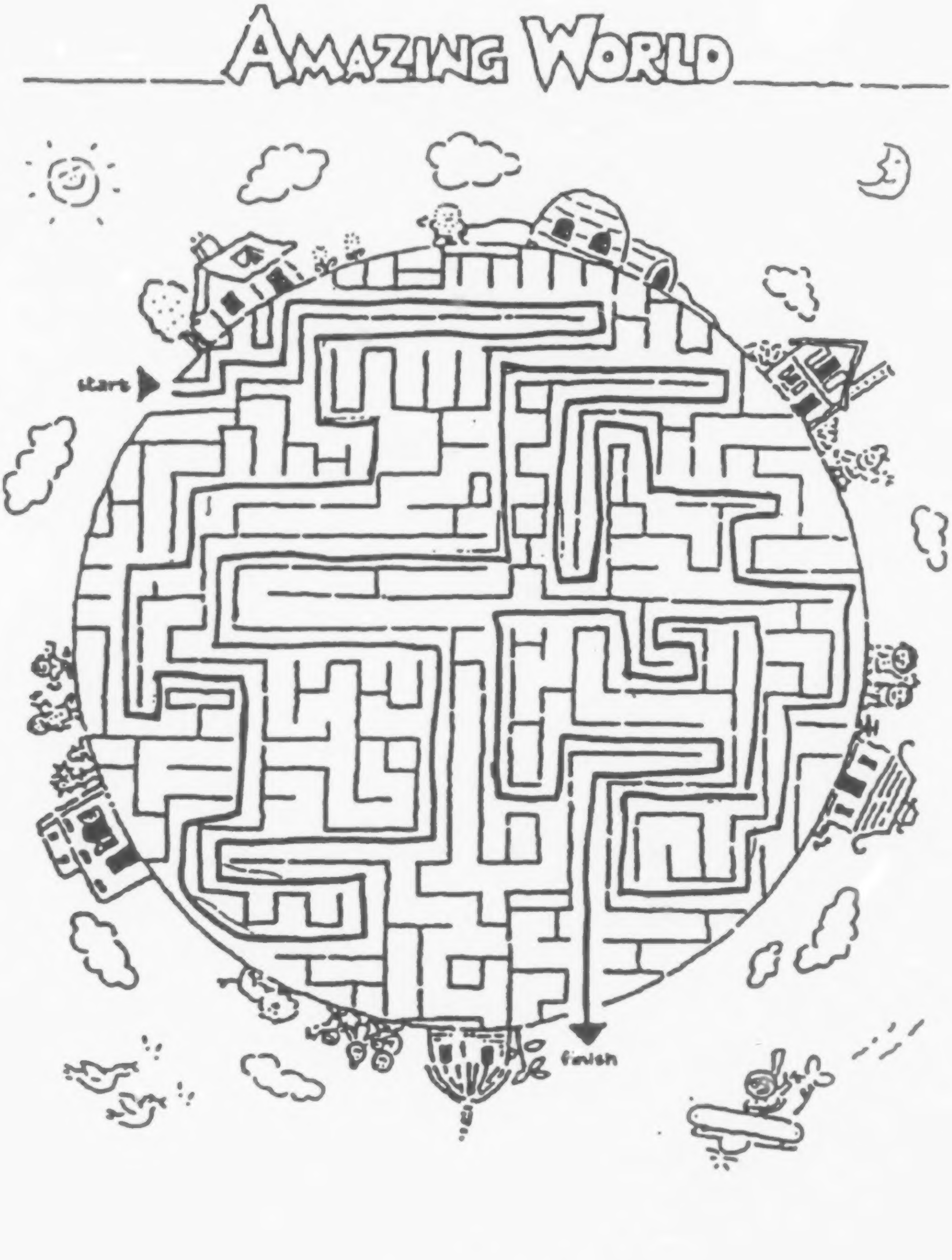
Puzzle Answers


AMAZING WORLD
start
finish

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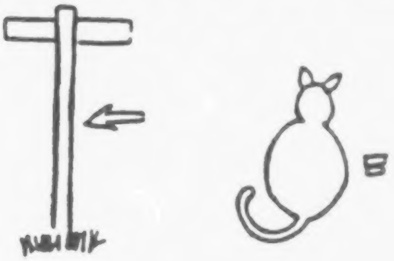
WILD ANIMAL REBUS

Below are five wild animals that live in various places around the world. Decode the rebus and then look the animals up in an encyclopedia to see what they look like.



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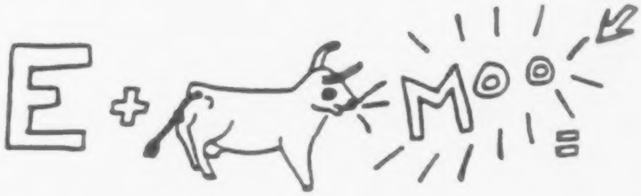

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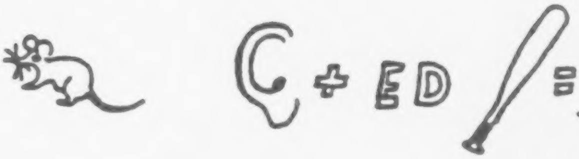

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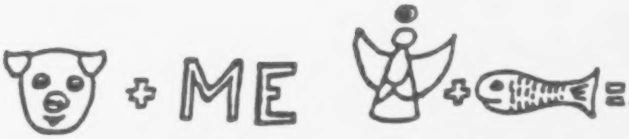

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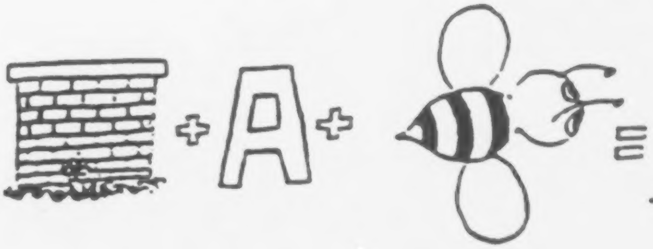

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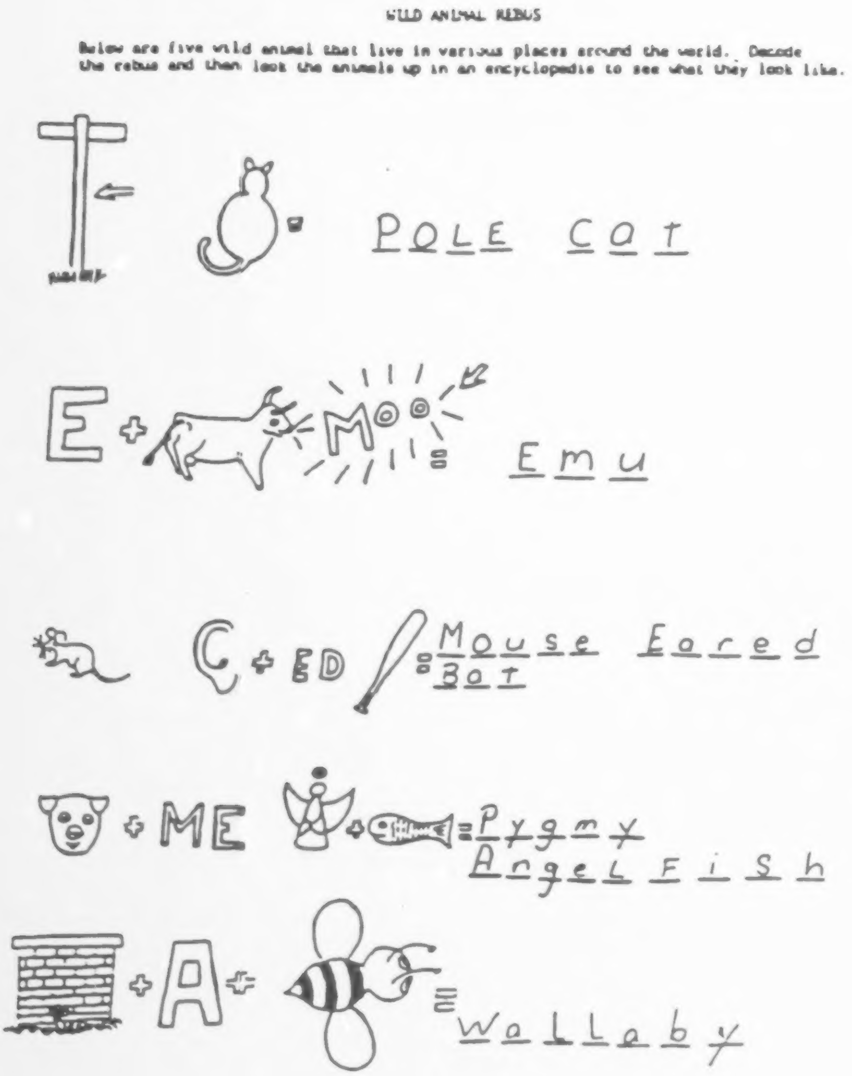
ANSWER KEY



WILD ANIMAL REBUS

Below are five wild animal that live in various places around the world. Decode the rebus and then look the animals up in an encyclopedia to see what they look like.

E +
MOO
=
C + ED
=
+ ME
+
=
+ A +
=

POLE CAT

Emu

Mouse Eared Bat

Pygmy Angel Fish

Wallaby

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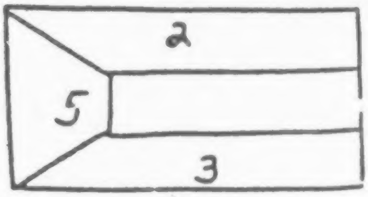
FLAG IDENTIFICATION

Using the code below, color the flags and then use a reference book to identify the country which they represent.



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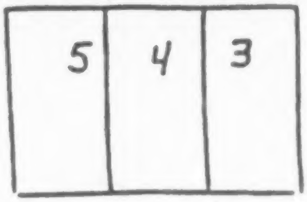

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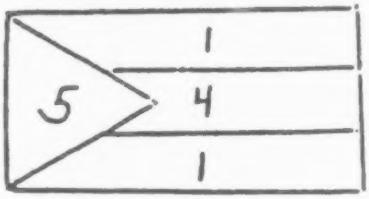

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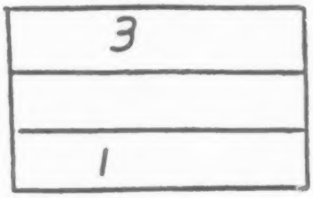

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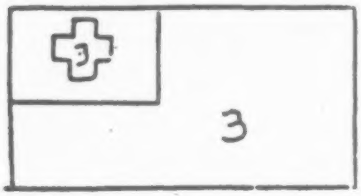

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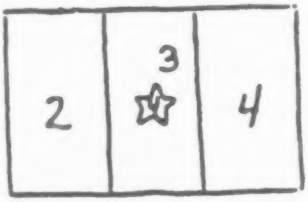

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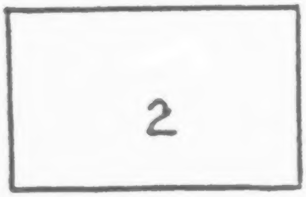

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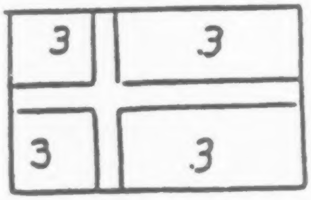

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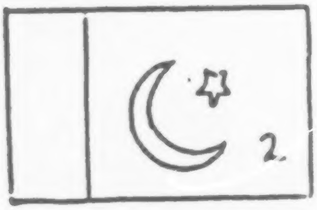

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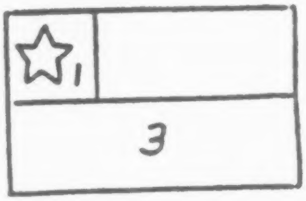

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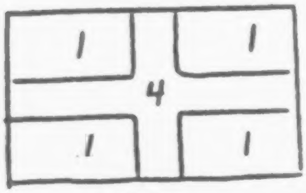

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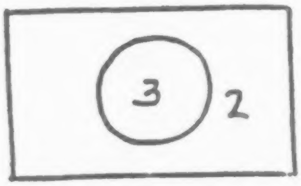

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1. Blue 2. Green 3. Red 4. Yellow 5. Black

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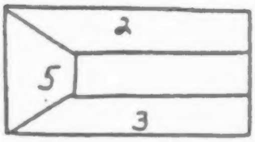
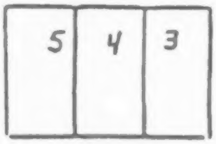
ANSWER KEY

Flag Identification

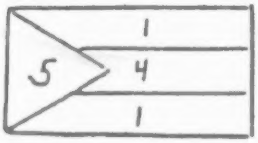
Using the code below, color the flags and then use a reference book to identify the country which they represent.



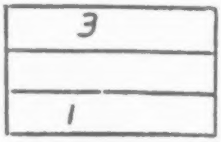
KUWAIT



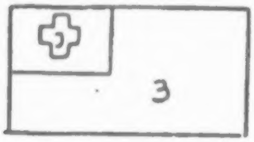
BELGUIM



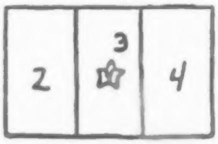
BAHAMAS



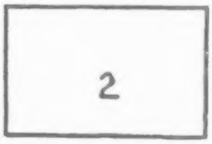
NETHERLANDS



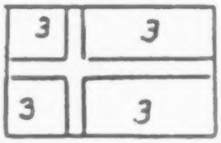
TONGA



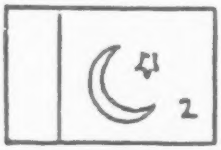
CAMEROONS



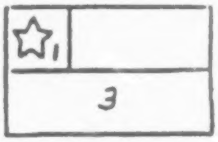
LIBYA



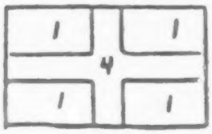
DENMARK



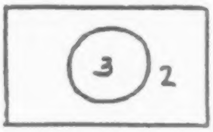
PAKISTAN



CHILI



SWEDEN



BANGLADESH

1. Blue 2. Green 3. Red 4. Yellow 5. Black

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MONEY AROUND THE WORLD

G O U R D A O R I E Z U R C P C
S A G M F R L E S C U D O E B N
H O Q I J I D P E O R D S C N A
X U L W T L O K V S W O N P B R
Y Y E N Z A L E M P I R A O B F
Q U E T Z A L K C E D I L U I C
V R O P N L A M F G H I D N E J
S Q U A N O R K I W V X Z D Y A
R I A L M A R K K A B R U B L E
C O L O N E D F R C A T E S E P
O S Y L I M A R K D R A C H M A
R J G I C N G U L T R U M R H G
D S U C R E B Y D I N A R U M L
O K I H E D Z A E X K I P P I Y
B A L B O A G N I R O L F E N T
A L D F V N O W S U R E P E J O
N M E G O R Y U A N T K A V E L
P O R D K G U A R A N I Q O K Z

DOLLAR
KRONE
PESO
COLON
QUETZAL
LEMPIRA
CORDOBA
BALBOA
GOURDA
FRANC
FLORIN
BOLIVAR
NGULTRUM

CEDI
CRUZEIRO
GUILDER
SUCRE
SOL
GUARANI
MARKKA
KRONA
POUND
MARK
ZLOTY
DINAR
RIAL

LEK
LEVA
DRACHMA
LIRA
PESETA
ESCUDO
RUBLE
YEN
WON
KIP
DONG
RUPEE
SYLI

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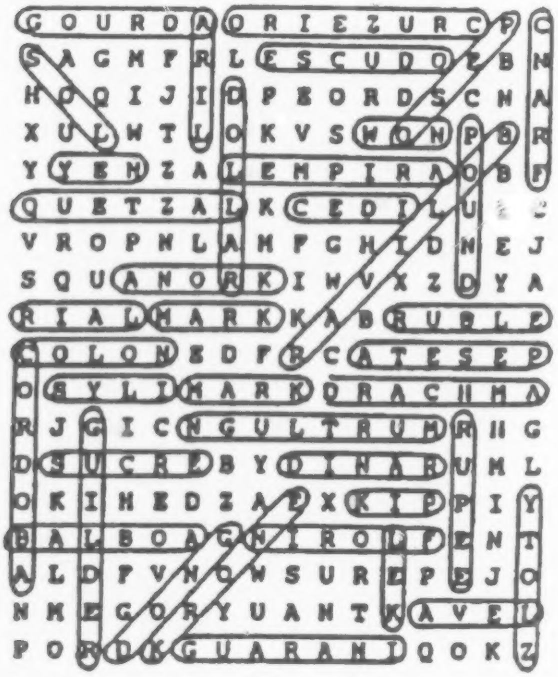
ANSWER KEY

Money Around the World



G O U R D A O R I E Z U R C P C
S A G M F R L E S C U D O E B N
H O Q I J I D P E O R D S C H A
X U L W T L O K V S W O N P B R
Y Y E N Z A L E M P I R A O B F
Q U E T Z A L K C E D I L U [illegible] [illegible]
V R O P N L A M F G H I D N E J
S Q U A N O R K I W V X Z D Y A
R I A L M A R K K A B R U B L E
C O L O N E D F R C A T E S E P
O S Y L I M A R K D R A C H M A
R J G I C N G U L T R U M R H G
D S U C R E B Y D I N A R U M L
O K I M E D Z A P X K I P P I Y
B A L B O A G N I R O L F E N T
A L D F V N O W S U R E P E J O
N M E G O R Y U A N T K A V E L
P O R D K G U A R A N I Q O K Z

DOLLAR
KRONE
PESO
COLON
QUETZAL
LEMPIRA
CORDOBA
BALBOA
GOURDA
FRANC
FLORIN
BOLIVAR
NGULTRUM

CEDI
CRUZEIRO
GUILDER
SUCRE
SOL
GUARANI
MARKKA
KRONA
POUND
MARK
ZLOTY
DINAR
RIAL

LEK
LEVA
DRACHMA
LIRA
PESETA
ESCUDO
RUBLE
YEN
WON
KIP
DONG
RUPEE
SYLI

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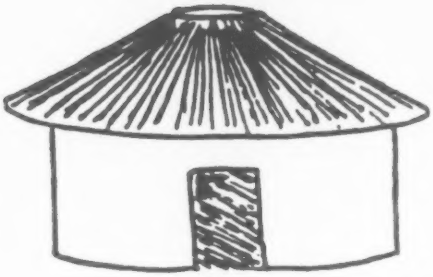
HOUSES AROUND THE WORLD
WHERE ARE THEY FOUND?



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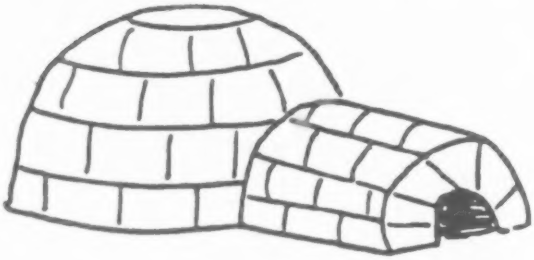

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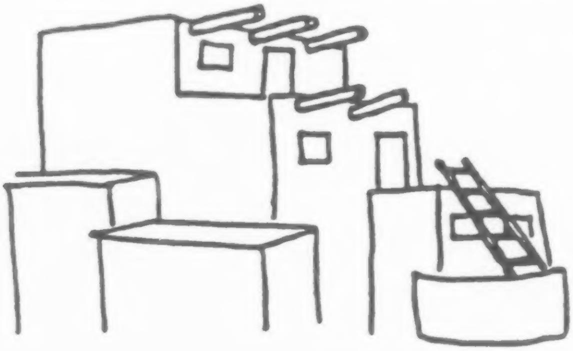

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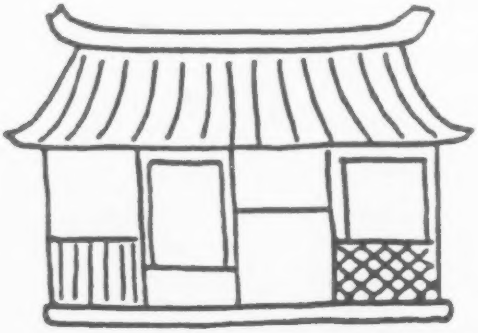

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Mix and match:

(Match the book with
the country or area)

The very last first time, Andrews

Who's in Rabbit's house?, Aardema

Arrow to the sun, McDermott

A story, a story, Haley

The crane wife, Yagawa

The pair of red clogs. Matsuno

Village of round and square houses, Grifalconi

Three strong women, Stamm

Badger and the magic fan, Johnston

Doctor Coyote, Bierhorst

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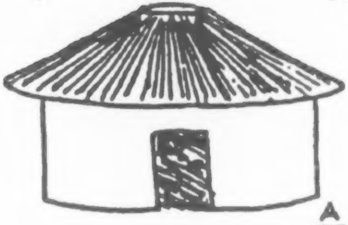
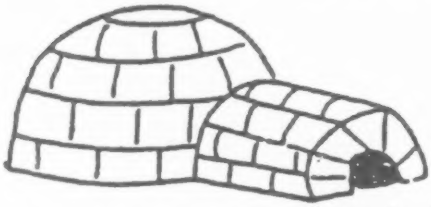
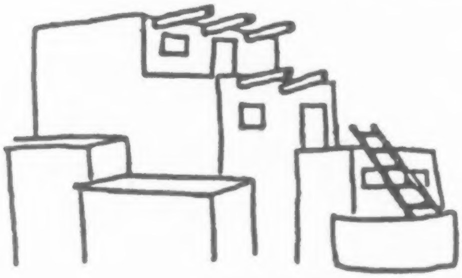
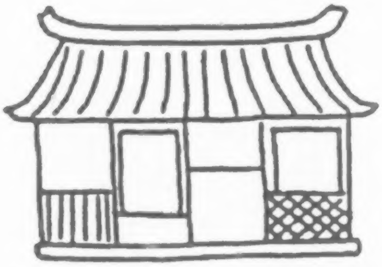
ANSWER KEY

HOUSES AROUND THE WORLD
(where are they found?)









Mix and match:

(Match the book with the country or area)

The very last first time, Andrews	Alaska
Who's in Rabbit's house?, Aardema	Africa
Arrow to the sun, McDermott	New Mexic
A story, a story, Haley	Africa
The crane wife, Yagawa	Japan
The pair of red clogs, Matsuno	Japan
Village of round and square houses, Grifalconi	Africa
Three strong women, Stamm	Japan
Badger and the magic fan, Johnston	Japan
Doctor Coyote, Bierhorst	New Mexico

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Summer Reading for Young Adults

Young adults, ages 12-18, or in grades 7-12, are generally not included in youth summer reading programs unless they participate with the younger age group. Adolescents often lose interest in reading and library use if they are not encouraged as they move away from the Children's Room. They need a special reading program specifically geared toward teen interests that will promote reading and get them to use the library on their own. Many libraries have had successful programs for this age group judging by positive feedback from Arizona libraries that have done programs and by articles appearing in professional literature. (See bibliography for a selected list.)

I. **General Goals and Objectives**

- A. To promote reading and library use among teens by
  - 1. offering incentives.
  - 2. providing programs for fun and information.
  - 3. creating booklists and bibliographies of interest.
- B. To increase young adult participation in the library by:
  - 1. offering volunteer opportunities to work in the library.
  - 2. asking teens to help in the planning and production of programs and activities for their peers.

II **Establishing a Young Adult Programs**

- A. Establish a Theme
  - 1. Must be appropriate to the age group. Talk to teens themselves and be conscious of current trends in selecting a theme. Read current teen magazines to gather ideas.
  - 2. It is preferable to coordinate the teen theme with the juvenile theme, if possible.
- B. Design a Program
  - 1. Devise a procedure and rules to log reading by:
    - a. Pages read
    - b. Minutes read
    - c. Book reviews (entered onto computer or kept in file for peer reader advisory).
    - d. Other; use your imagination!
  - 2. Decide upon appropriate incentives for teens.
    - a. Fast food coupons.
    - b. Theme park passes
    - c. Record, video, bookstore gift certificates.
    - d. Shopping mall gift certificates.
    - e. Bowling, batting, video arcade, skating passes.
    - f. Clothing and jewelry.
    - g. Hair care salons.
    - h. Books and posters.
  - 3. Decide how purchased or donated incentives will be given out:
    - a. Upon registering.
    - b. As they turn in reading logs.
    - c. Weekly drawings.
    - d. Grand prize drawing.

e. Some/all of the above.

4. Activities:
   a. Must be appropriate to the age level.
   b. Possible choices:
      - Baby-sitting workshop
      - College Financial Aid
      - SAT Preparatory Workshop
      - Sexuality information for parents and teens
      - Junior High preparation/introduction
      - Science fiction/fantasy illustration
      - Role playing games or events: medieval crafts, costumes, swordplay
      - Contests/puzzles that tie into theme.
      - Cartooning
      - T-shirt design
      - Art shows
      - Career exploration
      - Creative writing
      - Grooming and fashion
      - Calligraphy
      - Sign language
      - Talent shows
      - Baseball card collecting

III Budget

A. Locate Sponsors to help with funding:
   1. Friends of the Library
   2. Corporations and community businesses
   3. Grants
   4. Library budget
   5. Combination of above

B. Minimize Expenditures
   1. Incentives
      a. Ask businesses to sponsor the program by giving coupons, gift certificates, or merchandise.
         a1. Local businesses are usually more responsive than large national chains.
         a2. Start early - sometimes it takes a few months to get a response.
         a3. Donations should be acknowledged in publicity wherever possible.
         a4. Consider sending a token of the program with your thank-you. (Mesa Public Library sent a decal saying "We Support Reading at Mesa Public Library.")
      b. If library policy permits, you can also purchase incentives.

   2. Printing
      a. Check with printers or newspapers willing to print for little or no fee.

   3. Staff
      a. Hire temporary staff if funds are available.
      b. Use teen volunteers to administer program.

IV. Publicity

A. The program must be promoted primarily to teens. Some suggestions:
   1. Booktalks in middle, junior, and senior high schools.
   2. Newspaper, radio, and television announcements. Contact school newspapers in early spring. Call favorite teen radio stations.
   3. Cable television bulletin boards.

4. Community bulletin boards.
5. PA announcements in schools.
6. Displays, posters, and flyers in the school libraries.
7. Inserts in community mailings.

B. The program must also be promoted to parents.

PROGRAM IDEAS

SPORTS IN ACTION!

Photography Workshop and Contest

Summary:

Teens enjoy photography. What better way to capture "sports in action" for an Olympic summer? So that everyone has a fair chance, begin with a photography workshop to teach basic camera skills, subject selection, and darkroom techniques. Then, hold a photography contest for teens only.

Photography Workshop:

1. First, you will need an instructor.
   - Try your local community college to see if there is a photography teacher willing to do the workshop.
   - Perhaps there is a well-known photo expert in your town willing to teach.
   - Try your local newspaper and see if their staff photographer can do the workshop for you.
   - A local photography studio may be able to provide a volunteer instructor.

2. You will want to take registration for the workshop so you know how many students to expect and you do not exceed space limitations. Begin registration one week before the program.

3. Ask your instructor what materials are needed. Usually, the instructor will be able to bring demonstration materials. Students can bring their cameras along if they wish.

4. One to three hours is the right time frame for a class like this for teens, depending on what the instructor is able to cover. Limit age of participants to 12-18, or those in (or going into) 7th-12th grades.

5. Be sure to announce the photo contest before the students leave. Have flyers/brochures ready to hand out so they know what to expect.

6. Prepare a bibliography of photography books in your library that participants can use. Hand out with the photo contest information. You may want to display photography books in your library as well.

Photography Contest:

1. *Submission*: Choose a 2-week time span for submissions. Photos may be reclaimed at the library when the contest is over.

2. *Subject matter*: "Sports in Action" is the theme of this contest. Photographers will need to capture teams or individual players participating in their sport. The choice of sports is up to the entrant. Both action and still shots will be accepted as long as subjects are involved in their sport. Encourage photographers to be creative!

3. *Specifications*: Black/white or color, from 5" x 7" to 11" x 14". Any type of still camera may be used. Contestants may do their own developing and printing or have it done commercially. Each entry must be mounted and labeled on the back with the contestant's full name, address, age/grade, phone number, type of camera and title of picture including the name of the sport. Up to three (3) photos may be submitted by each contestant. You can use the Photography Contest Registration Form (below) for contestants if you wish.

4. *Judging*: Photos will be judged by a select committee. You can try to get local professional photographers (perhaps your instructor) and/or your library director and other staff members to judge. Three is an ideal number of judges. They will look for photographic quality, originality and appropriateness of subject matter to the theme. Set a date when winners will be announced.

5. *Prizes*:. Have first, 2nd and 3rd prizes plus honorable mentions. Prepare ribbons for the winning photos and certificates for the contestants. Get local businesses to sponsor the event by providing the prizes. Monetary awards, gift certificates, books about photography or cameras make good prizes. Be sure to thank those who have agreed to provide prizes by mentioning them in your brochure about the contest. Your Friends group may also be willing to provide prizes.

6. *Exhibit*: Use the winning photos as part of your Olympic theme display. Announce that the winning photos will be on display in the library for a set time period after which contestants may claim them

REMEMBER -- YAs don't need to be pros to enter the contest! All teens, both experienced and non-experienced, are encouraged to enter. Who knows who will capture the "sport in action" that is a winner!

……

Photography Contest Registration Form

Name____

Address____

Phone number________________Age__________Grade__________

Type of camera used________________________________

Title of Picture__________________________________

Name of sport captured in action________________________

Sporting Cards Workshop

Summary:

This is an informational workshop in which a presenter discusses different aspects of card collecting, including where to obtain them, how to trade, and determining the value of a collection. Participants are encouraged to bring their own cards to trade after the presentation.

Age:

10 years and up

Materials Needed:

Tables or floor space to trade cards, price guides to check current prices. Two popular price guides are: *Confident Collector Card Price Guide Series* and *Official Price Guide Series* (Beckett).

Procedure:

1. Possible presenters may be owners or employees of local sporting card shops. Many avid adult collectors would be good presenters, also. Ask if they are available for the trading part of the program to answer questions and provide assistance.

2. Allow about 30-45 minutes for presentation and about an hour for trading.

3. Be aware that some kids may try to take advantage of others, either by unfair trades or even stealing cards! Warn participants of potential problems before program starts.

4. If possible, give away packs of cards to participants so that everyone has something to trade and take home.

Get Fit! (for Teens)

Summary:

Teens are very concerned about their looks and the image they present. This program will teach about health and nutrition and how to approach exercise in a sensible way so teens can look and feel their best.

Ages:

12-18 or grades 7-12

Materials:

Display of nutrition and fitness books for teens. Meeting room with enough space for participants to move freely while learning exercises. Ask participants to bring a mat and/or towel for the exercises and to wear comfortable clothes. Audio-visual equipment may be needed depending on your presenter(s). Healthy refreshments could be provided.

Procedure:

1. Presenters will be needed for the workshop to tell about health and nutrition and demonstrate exercises. Suggested places to get presenters:
    - Local hospitals. They often have staff willing to provide such information and demonstrations as a community service or for a very low fee.
    - Fitness facilities. A local gym or YMCA may have instructors available.
    - Community Colleges. Physical education instructors may be available on a volunteer basis or for a low fee.
    - Junior or senior high school physical education teachers may be available during the summer.

2. You will want to begin with the presentation on nutrition and fitness. Then, proceed to the actual exercise demonstration. (Be sure there are no health problems that could endanger any participants. Check with your library administrators to see if a parental release form is required. Those who cannot do the actual exercises can observe.) If funding permits, you may want to provide an array of nutritious snacks as refreshments to finish the program.

3. Personal Fitness Log: You can make a handout using the monthly calendar that follows. Add your library's logo and/or the Summer Reading Program logo and you can make (or teens themselves can make) a monthly log to record fitness activity for whatever month/year it may be.

Month ____________________

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

TRIVIA OLYMPICS

Summary:

This is a library research activity in which individuals or teams find answers to Olympic trivia. Prizes may be awarded, if desired, to the first person or team who correctly answers all 20 questions within a given amount of time.

Age: Young Adults 12-18 years old

Materials Needed:

Copies of questions for each person or team, basic reference services (encyclopedias, almanacs, Olympics books), pencils and prizes, if desired.

Procedure:

In Advance:

1. Check the questions against sources in your library to make sure answers can be found. Although standard sources were used to create the questions, it is always possible that one or two may be too difficult to find using your library materials. If so, delete those questions.

2. Determine: maximum number of participants
   individuals or teams
   how many in each team (2-4 is best)
   time limit for search

3. Alert library staff of program and rules

Program:

1. Explain rules to participants and split into groups if desired.
2. Have facilitator available to watch and provide directional assistance if needed. (Some teens may need help using computer catalog or to locate encyclopedias.)
3. Check answers when finished. First one(s) with all correct answers is winner.
4. Provide copies of answer sheet to all searchers when program is over.

TRIVIA OLYMPICS

A Library Scavenger Hunt

1. Name the city in which the 1972 Summer Olympic Games was held.
2. In what year did the USSR join the Olympic Games for the first time?
3. Why was Tommie Smith suspended by the U.S. Olympic Committee during the 1968 summer games?
4. Which Greek god did the ancient games honor?
5. Which country won the most gold medals during the 1908 Winter Olympics?
6. Who is considered to be the "father" of the modern Olympic games and proposed it publicly in 1892?
7. What five geographic areas are symbolized by the interlocking rings used in the Olympics logo?
8. What is a bantamweight in boxing?
9. Name the Olympic swimmer who won five gold medals in the freestyle competitions in 1924 and 1928 and went on to star as Tarzan in the movies.
10. What year did baseball make its first appearance as an official Olympic medal sport?
11. True or False: Tug-of-War was an Olympic event at one time.
12. What is a "snatch" in weightlifting?
13. What year did the Jamaican bobsled team compete in the Olympics?
14. True or False: Croquet was an Olympic event at one time.
15. Who was the first female gold medal winner in the modern Olympic games?
16. Name the events in the track and field Heptathlon.
17. What occurred during the 1972 Olympics, held in Munich, that resulted in the games being suspended for 34 hours?
18. True or False: Rope climbing was an Olympic event at one time.
19. What are the three swords used in fencing competitions?
20. Name the woman who played on the USA women's Olympic basketball team in 1976 and ten years later became the first woman to play in a men's basketball league?

Rules*

1. Answers must be exact. Correct answers will be determined by the facilitator.
2. Do not ask library staff for help! The facilitator is available to help with directional information only.
3. If working in teams, every person must work on every question. No "splitting up" the search.
4. The first person or team who answers all questions correctly wins. There are no penalties for wrong answers; the search can be resumed to correct them.

* to be amended as desired for each library.

Trivia Olympics

A Library Scavenger Hunt

Answers

1. Munich, Germany

2. 1952

3. As "The Star-Spangled Banner" was being played during the medal ceremony for the 200-meter dash, he and John Carlos raised their fists with black gloves as a Black Power protest.

4. Zeus

5. Great Britain

6. Baron Pierre de Coubertin

7. The five areas are Europe, Asia, America, Africa, and Australia

8. Answers may vary - 113-119 lbs. or 112-118 lbs. (Some sources state "not more than 119 lbs.)

9. Johnny Weissmuller

10. 1992

11. True

12. Lifting the bar from the floor to overhead in one movement and holding for two seconds

13. 1988

14. True

15. Charlotte Cooper of Great Britain

16. 100 meter race, high jump, shot put, 200 meter race, long jump, 800 meter race, javelin throw

17. A group of armed Arab terrorists broke into the Olympic Village, killed two Israeli athletes and took nine others hostage, who were later killed.

18. True

19. Foil, Epee and Sabre

20. Nancy Lieberman

WINTER GAMES

S	P	F	O	S	L	E	D	I	C	E	D	A	N	C	I	N	G	M	K
C	R	O	S	S	–	C	O	U	N	T	R	Y	S	K	I	I	N	G	W
X	Q	O	D	U	Z	S	P	E	E	D	S	K	A	T	I	N	G	P	G
S	T	U	P	V	X	E	A	H	D	H	C	H	A	M	P	I	O	N	Y
P	F	K	R	W	G	B	R	O	N	Z	E	M	E	D	A	L	K	E	A
O	B	U	N	N	L	N	T	M	F	K	E	R	O	E	F	R	S	G	M
R	R	O	U	G	O	C	I	D	E	Q	W	D	E	C	H	X	E	N	G
T	Y	N	B	B	D	R	N	P	Y	C	D	G	G	E	I	U	M	I	M
S	L	X	Q	S	Q	L	D	A	M	N	U	I	U	E	C	E	A	T	O
M	D	P	E	I	L	N	A	I	R	U	L	I	L	R	E	D	G	A	P
A	W	J	N	H	G	E	O	D	C	C	J	U	Y	G	H	C	P	K	F
N	I	F	O	O	R	O	D	T	E	S	J	I	S	N	O	X	Q	S	N
S	N	U	L	G	M	P	L	D	S	M	K	V	K	Y	C	I	X	E	U
H	T	Q	A	I	O	W	D	D	I	N	R	I	O	S	K	D	Z	R	N
I	E	D	H	S	L	M	O	O	M	N	O	E	I	L	E	N	T	U	V
P	R	L	T	J	A	O	V	T	X	E	G	W	V	N	Y	C	N	G	K
T	G	O	A	S	L	G	Z	Z	E	C	D	Q	K	L	G	M	M	I	P
E	B	C	I	X	S	U	Q	Z	Z	E	N	A	A	Q	I	O	P	F	D
S	U	H	B	A	O	L	O	N	I	T	T	X	L	F	H	S	I	I	T
Z	O	O	V	W	B	S	M	D	R	L	U	T	A	Y	K	N	P	E	C

WORD LIST

BIATHALON
CHAMPION
FIGURESKATING
GREECE
LUGE
OLYMPIC
SLALOM
SPEEDSKATING

BOBSLEDDING
COLD
GAMES
ICEDANCING
MOGULS
SILVERMEDAL
SLED
SPORTSMANSHIP

BRONZEMEDAL
CROSS-COUNTRYSKIING
GOLDMEDAL
ICEHOCKEY
NORDICSKIING
SKIJUMPING
SNOW
WINTER

WINTER GAMES

S P F O S L E D I C E D A N C I N G M K
C R O S S - C O U N T R Y S K I I N G W
X Q O D U Z S P E E D S K A T I N G P G
S T U P V X E A H D H C H A M P I O N Y
P F K R W G B R O N Z E M E D A L K E A
O B U N N L N T M F K E R O E F R S G M
R R O U G O C I D E Q W D E C H X E N G
T Y N B B D R N P Y C D G G E I U M I M
S L X Q S Q L D A M N U I U E C E A T O
M D P E I L N A I R U L I L R E D G A P
A W J N H G E O D C C J U Y G H C P K F
N I F O O R O D T E S J I S N O X Q S N
S N U L G M P L D S M K V K Y C I X E U
H T Q A I O W D D I N R I O S K D Z R N
I E D H S L M O O M N O E I L E N T U V
P R L T J A O V T X E G W V N Y C N G K
T G O A S L G Z Z E C D Q K L G M M I P
E B C I X S U Q Z Z E N A A Q I O P F D
S U H B A O L O N I T T X L F H S I I T
Z O O V W B S M D R L U T A Y K N P E C

WORD LIST

BIATHALON
CHAMPION
FIGURESKATING
GREECE
LUGE
OLYMPIC
SLALOM
SPEEDSKATING

BOBSLEDDING
COLD
GAMES
ICEDANCING
MOGULS
SILVERMEDAL
SLED
SPORTSMANSHIP

BRONZEMEDAL
CROSS-COUNTRYSKIING
GOLDMEDAL
ICEHOCKEY
NORDICSKIING
SKIJUMPING
SNOW
WINTER

__________ __________ __________ __________ __________
__________ __________ __________ __________ __________

Olympic Style

Unscramble each word below. Use the circled letters to find the answer at the bottom of the page.

Nancerude _ ○ _ _ _ _ _ _ ○

Slilk ○ _ _ _ ○

Tutaited _ _ _ ○ _ _ ○ _

Kowtoru ○ _ _ _ _ _ _

Splinidice ○ _ _ _ _ _ _ _ ○ _

Treaccip _ ○ _ _ _ _ _ _

Romf _ ○ _ ○

Grintani _ _ ○ _ _ _ _ ○

Torffe ○ _ _ _ _ _

Lappy _ _ _ ○ _

They know how to finish in record time:

_ _ _ _   _ _ _ _ _   _ _ _ _ _ _ _

Olympic Style

Unscramble each word below. Use the circled letters to find the answer at the bottom of the page.

Nancerude E Ⓝ D U R A N C Ⓔ

Slilk Ⓢ K I L Ⓛ

Tutaited A T T Ⓘ T U Ⓓ E

Kowtoru Ⓦ O R K O U T

Splinidice Ⓓ I S C I P L I Ⓝ E

Treaccip P Ⓡ A C T I C E

Romf F Ⓞ R Ⓜ

Grintani T R Ⓐ I N I N Ⓖ

Torffe Ⓔ F F O R T

Lappy A P P Ⓛ Y

They know how to finish in record time:

G O L D M E D A L W I N N E R S

OLYMPIC SUMMER SPORTS

D	S	E	R	W	R	E	S	T	L	I	N	G	A	X	B	Y	A	C	H	S
I	C	Y	D	E	E	Y	P	M	U	J	G	N	O	L	F	R	G	H	W	Y
S	H	A	C	G	N	I	T	O	O	H	S	B	D	I	C	J	M	A	G	N
C	P	C	K	Y	L	N	A	I	R	T	S	E	U	Q	E	D	M	N	N	C
U	O	H	O	M	P	O	T	Q	R	D	S	U	J	T	A	V	C	D	U	H
S	L	T	V	N	J	T	W	E	Q	U	L	L	A	B	E	S	A	B	W	R
X	E	I	Y	A	U	N	D	G	N	J	Z	A	J	O	K	E	A	A	M	O
Y	V	N	A	S	D	I	Y	N	G	N	I	M	M	I	W	S	T	L	B	N
E	A	G	C	T	V	M	D	I	E	T	I	S	F	U	K	E	F	L	G	I
K	U	E	Z	I	N	D	H	T	M	I	W	S	I	E	R	J	Q	E	J	Z
C	L	K	N	C	L	A	R	C	H	E	R	Y	T	P	N	M	X	U	A	E
O	T	G	N	S	O	B	A	H	P	D	L	B	O	X	Q	C	S	I	D	D
H	R	B	R	C	R	N	S	A	T	G	A	L	T	H	G	U	I	J	V	S
D	W	O	I	X	O	B	K	Y	L	L	O	V	C	Y	C	L	I	N	G	W
L	Y	X	W	E	I	G	H	T	L	I	F	T	I	N	G	Y	M	N	G	I
E	Z	I	N	I	Z	E	D	A	M	V	B	Z	E	I	Y	C	R	H	D	M
I	E	N	T	F	N	D	L	E	I	F	D	N	A	K	C	A	R	T	G	M
F	H	G	F	U	N	G	I	F	O	O	L	E	D	Y	O	U	L	M	K	I
L	T	A	B	L	E	T	E	N	N	I	S	M	S	Y	N	C	H	E	Y	N
N	H	E	L	L	O	M	P	L	L	A	B	Y	E	L	L	O	V	Q	R	G

Archery
Badminton
Baseball
Basketball
Canoe
Diving
Equestrian
Fencing
Gynmastics
Judo

Field Hockey
Handball
Soccer
Shooting
Rowing
Swimming
Synchronized Swimming
Water Polo
Weight Lifting
Yachting

Tennis
Track & Field
Table Tennis
Volleyball
Long Jump
Discus
Pole Vault
Relay
Boxing
Wrestling

OLYMPIC SUMMER SPORTS

D	S	E	R	W	R	E	S	T	L	I	N	G	A	X	B	Y	A	C	H	S
I	C	Y	D	E	E	Y	P	M	U	J	G	N	O	L	F	R	G	H	W	Y
S	H	A	C	G	N	I	T	O	O	H	S	B	D	I	C	J	M	A	G	N
C	P	C	K	Y	L	N	A	I	R	T	S	E	U	Q	E	D	M	N	N	C
U	O	H	O	M	P	O	T	Q	R	D	S	U	J	T	A	V	C	D	U	H
S	L	T	V	N	J	T	W	E	Q	U	L	L	A	B	E	S	A	B	W	R
X	E	I	Y	A	U	N	D	G	N	J	Z	A	J	O	K	E	A	A	M	O
Y	V	N	A	S	D	I	Y	N	G	N	I	M	M	I	W	S	T	L	B	N
E	A	G	C	T	V	M	D	I	E	T	I	S	F	U	K	E	F	L	G	I
K	U	E	Z	I	N	D	H	T	M	I	W	S	I	E	R	J	Q	E	J	Z
C	L	K	N	C	L	A	R	C	H	E	R	Y	T	P	N	M	X	U	A	E
O	T	G	N	S	O	B	A	H	P	D	L	B	O	X	Q	C	S	I	D	D
H	R	B	R	C	R	N	S	A	T	G	A	L	T	H	G	U	I	J	V	S
D	W	O	I	X	O	B	K	Y	L	L	O	V	C	Y	C	L	I	N	G	W
L	Y	X	W	E	I	G	H	T	L	I	F	T	I	N	G	Y	M	N	G	I
E	Z	I	N	I	Z	E	D	A	M	V	B	Z	E	I	Y	C	R	H	D	M
I	E	N	T	F	N	D	L	E	I	F	D	N	A	K	C	A	R	T	G	M
F	H	G	F	U	N	G	I	F	O	O	L	E	D	Y	O	U	L	M	K	I
L	T	A	B	L	E	T	E	N	N	I	S	M	S	Y	N	C	H	E	Y	N
N	H	E	L	L	O	M	P	L	L	A	B	Y	E	L	L	O	V	Q	R	G

Archery
Badminton
Baseball
Basketball
Canoe
Diving
Equestrian
Fencing
Gynmastics
Judo

Field Hockey
Handball
Soccer
Shooting
Rowing
Swimming
Synchronized Swimming
Water Polo
Weight Lifting
Yachting

Tennis
Track & Field
Table Tennis
Volleyball
Long Jump
Discus
Pole Vault
Relay
Boxing
Wrestling

Classic Quiz

Use the clues to guess the title of each book listed below.
Unscramble the circled letters to guess the final classic title.

1. Hester Prynne is condemned to wear a visible sign of her crime:

   _ _ _ ○ _ _ _ _ ○ _ _ _ ○ _ _ _

2. A young boy and a runaway slave travel down the Mississippi River on a raft:

   ○ _ _ _ _ ○ _ _ ○ _ _ ○ _ _ _

3. Heathcliff and Catherine's love lasts for many years, but they each marry someone else:

   ○ _ _ _ _ _ _ _ ○ ○ _ _ _ _ ○ _

4. This fable features pigs as leaders of a farm community:

   ○ _ _ _ ○ _ _ _ ○ _

5. An accident with acid produces a murderous madman, who haunts an opera house, causing bizarre deaths:

   ○ _ _ _ _ _ _ _ _ _ _ _ ○ _ ○ _ _

Some consider it to be the greatest American novel ever written:

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

Classic Quiz

Use the clues to guess the title of each book listed below.
Unscramble the circled letters to guess the final classic title.

1. Hester Prynne is condemned to wear a visible sign of her crime:

   THE ⓈCARLⒺT LEⓉTER

2. A young boy and a runaway slave travel down the Mississippi River on a raft:

   ⒽUCKLⒺBEⓇRY ⒻINN

3. Heathcliff and Catherine's love lasts for many years, but they each marry someone else:

   ⓌUTHERINⒼ ⒽEIGHⓉS

4. This fable features pigs as leaders of a farm community:

   ⒶNIMⒶL FAⓇM

5. An accident with acid produces a murderous madman, who haunts an opera house, causing bizarre deaths:

   ⓅHANTOM OF THE ⓄPⒺRA

Some consider it to be the greatest American novel ever written:

THE GRAPES OF WRATH

SPORTING MATCHES

Match the athletes with the sport that made them famous.

_______ Bonnie Blair
_______ Wade Boggs
_______ Bill Bradley
_______ Jack Dempsey
_______ Tony Dorsett
_______ A.J. Foyt
_______ Dorothy Hamill
_______ Bruce Jenner
_______ Billie Jean King
_______ Joe Namath
_______ Jack Nicklaus
_______ Bobby Orr
_______ Satchel Page
_______ Wilma Randolph
_______ Bill Russell
_______ Michael Spinks

A. auto racing
B. baseball
C. basketball
D. boxing
E. figure skating
F. football
G. golf
H. hockey
I. speed skating
J. tennis
K. track

Match the character with the novel.

1. Willie Weaver
2. Alfred Brooks
3. Jill Winston
4. Joe Mitchell
5. Dillon Hemingway
6. Eric DeLong
7. April Corrigan
8. Shane Richards

A. *There's a Girl in My Hammerlock*
B. *Chinese Handcuffs*
C. *Forward Pass*
D. *Don't Look Behind You*
E. *The Contender*
F. *Crazy Horse Electric Game*
G. *Desperate Pursuit*
H. *Backfield Package*

SPORTING MATCHES

Match the athletes with the sport that made them famous.

__I__ Bonnie Blair
__B__ Wade Boggs
__C__ Bill Bradley
__D__ Jack Dempsey
__F__ Tony Dorsett
__A__ A.J. Foyt
__E__ Dorothy Hamill
__K__ Bruce Jenner
__J__ Billie Jean King
__F__ Joe Namath
__G__ Jack Nicklaus
__H__ Bobby Orr
__B__ Satchel Page
__K__ Wilma Randolph
__C__ Bill Russell
__D__ Michael Spinks

A. auto racing
B. baseball
C. basketball
D. boxing
E. figure skating
F. football
G. golf
H. hockey
I. speed skating
J. tennis
K. track

Match the character with the novel.

1. Willie Weaver	A. *There's a Girl in My Hammerlock*
2. Alfred Brooks	B. *Chinese Handcuffs*
3. Jill Winston	C. *Forward Pass*
4. Joe Mitchell	D. *Don't Look Behind You*
5. Dillon Hemingway	E. *The Contender*
6. Eric DeLong	F. *Crazy Horse Electric Game*
7. April Corrigan	G. *Desperate Pursuit*
8. Shane Richards	H. *Backfield Package*

OLYMPIC CROSSWORD

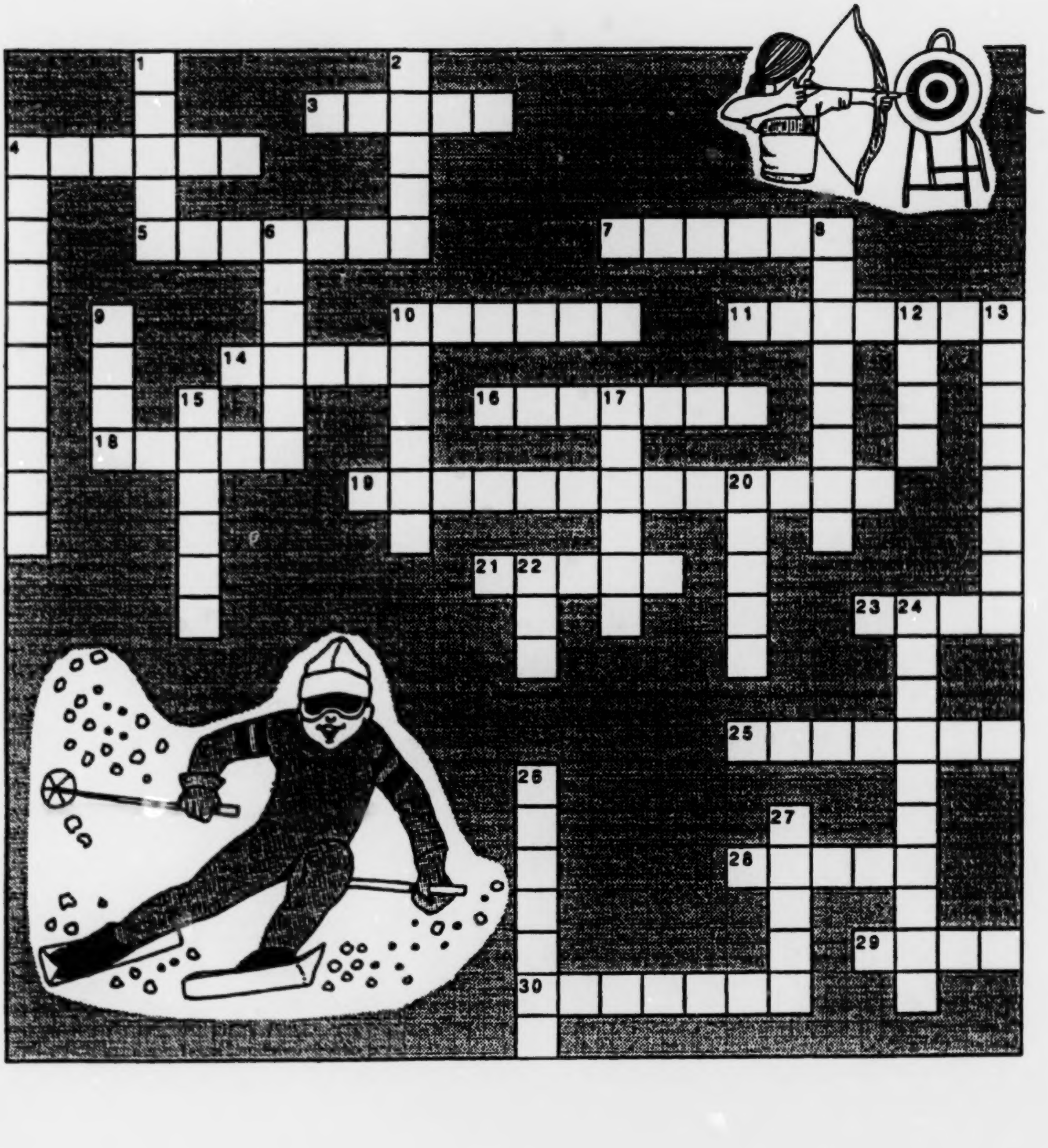
ACROSS

3. BANNERS HELD BY ATHLETES DURING THE OPENING PARADE SIGNIFYING THE COUNTRY THEY REPRESENT
4. MEDAL FOR THIRD PLACE
5. SITE OF THE 1996 OLYMPIC GAMES
7. IN 1980, THE U.S. WON A GOLD MEDAL IN THIS TEAM EVENT AGAINST THE U.S.S.R.
10. ANIMALS THAT COMPETE WITH RIDERS DURING THE EQUESTRIAN EVENTS
11. OLYMPIANS OFTEN BREAK THESE
14. FIRST NAME OF THE TRACK AND FIELD HERO OF THE 1936 GAMES WHO WON 4 GOLD MEDALS
16. THE MEMBERS OF THIS JAMAICAN TEAM HAVE NO SNOW TO PRACTICE ON
18. CIRCLES USED IN MEN'S GYMNASTIC COMPETITION.
19. CLEAN AND JERK IS AN EVENT IN THIS SPORT
21. JUMPS OFF HIGH BOARD INTO WATER
23. EAST GERMAN SWIMMER, FIRST WOMAN TO WIN SIX GOLD MEDALS IN ONE OLYMPICS (1988)
25. COMPETITION WITH BOWS AND ARROWS
28. A SKI JUMPER _______ THROUGH THE AIR BEFORE BEING SCORED
29. MEDAL FOR FIRST PLACE
30. RUNNERS LEAP OVER THESE, BUT SOMETIMES KNOCK THEM DOWN

DOWN

1. FIGURE SKATER SURROUNDED BY CONTROVERSY AT THE 1992 WINTER GAMES
2. FAMOUS ROMANIAN GYMNAST
4. THE DREAM TEAM PLAYS THIS FOR THE U.S.A.
6. SITE OF THE 1896 SUMMER OLYMPIC GAMES
8. BIG BOATS EVENT
9. USUAL NUMBER OF YEARS BETWEEN MODERN OLYMPICS,
10. WON FIVE GOLD MEDALS AND SET FOUR OLYMPIC RECORDS IN SPEED SKATING AT THE 1980 LAKE PLACID OLYMPICS
12. THE MARATHON IS RUN ON THIS
13. CITY UNDER SIEGE THAT WAS THE SITE OF THE 1984 WINTER OLYMPICS
15. NATIONAL SONG OF A COUNTRY PLAYED WHEN THE WINNER'S GOLD MEDAL IS AWARDED
17. SECOND PLACE MEDAL
20. FLAME PASSED RUNNER TO RUNNER FROM OLYMPIA, GREECE TO THE SITE OF PRESENT OLYMPIC GAMES
22. INITIALS OF THE THE GOVERNING BODY OF THE OLYMPIC GAMES
24. BROADCASTS THE OLYMPICS INTERNATIONALLY
26. WIZARD OF OZ MAIN CHARACTER AND GOLD MEDAL FIGURE SKATER SHARE THIS NAME
27. RUNNER ZOLA BUDD RACED WITHOUT SHOES OR THESE IN THE 1984 SUMMER OLYMPICS

OLYMPIC CROSSWORD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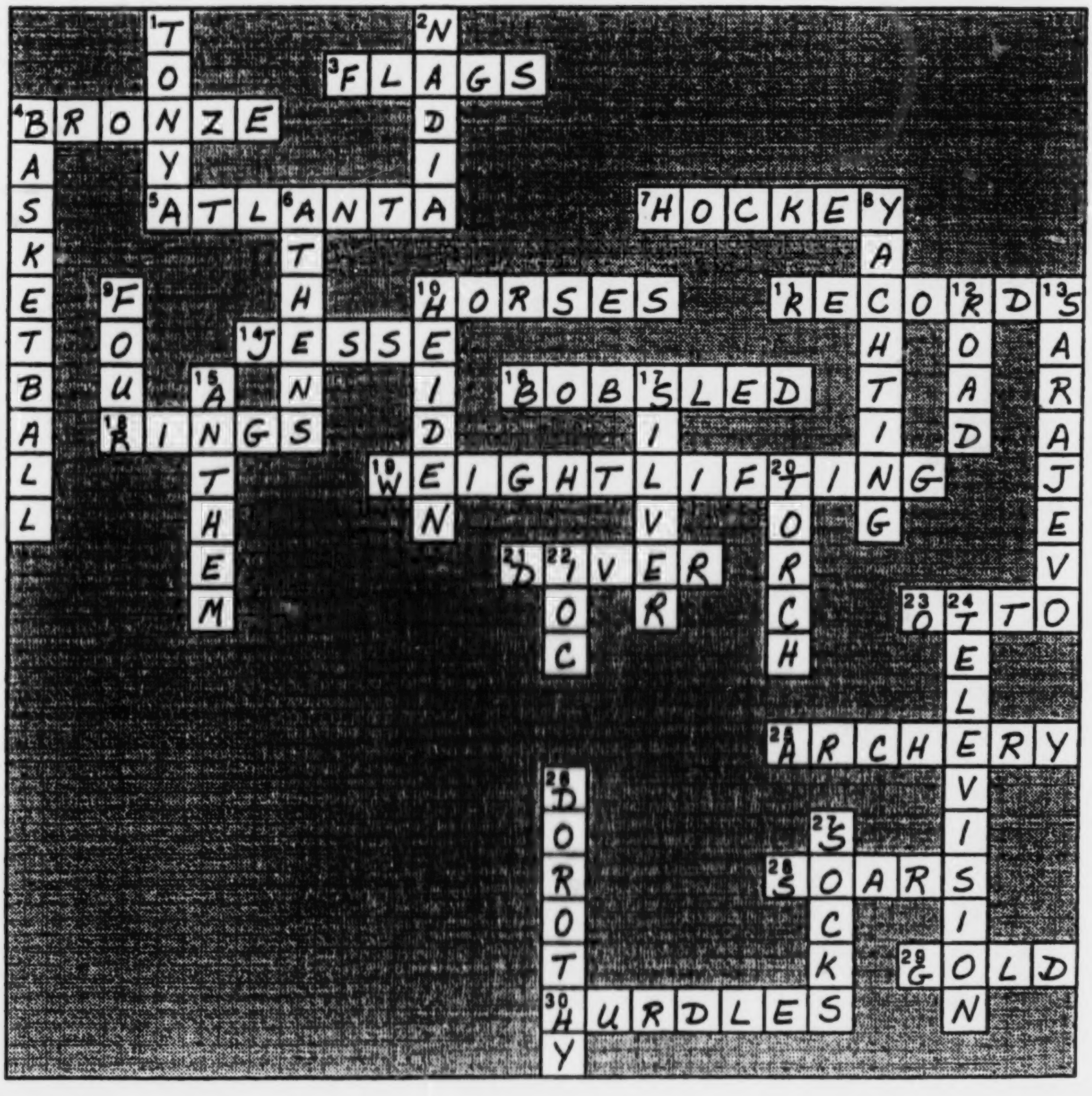
OLYMPIC CROSSWORD


1 TONY
2 NADIA
3 FLAGS
4 BRONZE
4 BASKETBALL
5 ATLANTA
6 ATHENS
7 HOCKEY
8 YACHTING
9 FOUR
10 HORSES
10 HEIDEN
11 RECORD
12 ROAD
13 SARAJEVO
14 JESSE
15 ANTHEM
16 BOBSLED
17 SILVER
18 RINGS
19 WEIGHTLIFTING
20 TORCH
21 DIVER
22 IOC
23 OTTO
24 TELEVISION
25 ARCHERY
26 DOROTHY
27 SOCKS
28 SOARS
29 GOLD
30 HURDLES

A WINNING ATTITUDE

Use the clues below to break the code, replace the numbers with letters and discover the secret message.

1. His plane crashes in the wilderness and he has to rely on his hatchet to survive.

21 10 6 3 8   10 7 21 11 9 7 8

2. She sees a little girl's picture on this and has a feeling it's her own.

4 6 19 22   1 3 10 12 7 8

3. A group of teenagers kidnaps their English teacher in this book.

22 6 19 19 6 8 15   4 10   15 10 6 17 17 6 8

4. He lives with Aunt Polly and loves Becky Thatcher.

12 7 4   9 3 13 16 11 10

5. In this book, Ponyboy and Johnny have to run away when a member of a rival gang is killed.

12 2 11   7 20 12 9 6 14 11 10 9

6. He falls asleep and wakes after 20 years to find that everything has changed.

10 6 5   18 3 8   13 6 8 22 19 11

A WINNING ATTITUDE

Use the clues below to break the code, replace the numbers with letters and discover the secret message.

1. His plane crashes in the wilderness and he has to rely on his hatchet to survive.

B R I A N   R O B E S O N
21 10 6 3 8   10 7 21 11 9 7 8

2. She sees a little girl's picture on this and has a feeling it's her own.

M I L K   C A R T O N
4 6 19 22   1 3 10 12 7 8

3. A group of teenagers kidnaps their English teacher in this book.

K I L L I N G   M R   G R I F F I N
22 6 19 19 6 8 15   4 10   15 10 6 17 17 6 8

4. He lives with Aunt Polly and loves Becky Thatcher.

T O M   S A W Y E R
12 7 4   9 3 13 16 11 10

5. In this book, Ponyboy and Johnny have to run away when a member of a rival gang is killed.

T H E   O U T S I D E R S
12 2 11   7 20 12 9 6 14 11 10 9

6. He falls asleep and wakes after 20 years to find that everything has changed.

R I P   V A N   W I N K L E
10 6 5   18 3 8   13 6 8 22 19 11

Solve the Secret Message

1 2 3 4 5 6 7 8 9   3 10 11 8 ' 12   4 3 14 11   6 8

15 16 4 9 .   1 2 3 4 5 6 7 8 9   3 10 11   4 3 14 11

17 10 7 4   9 7 4 11 12 2 6 8 15   12 2 11 16   2 3 18 11

14 11 11 5   6 8 9 6 14 11   12 2 11 4 - 3   14 11 9 6 10 11 ,

3   14 10 11 3 4 ,   3   18 6 9 6 7 8 .   12 2 11 16

2 3 18 11   12 7   2 3 18 11   19 3 9 12   4 6 8 20 12 11

9 12 3 4 6 8 3 .   12 2 11 16   2 3 18 11   12 7   21 11   3

19 6 12 12 19 11   17 3 9 12 11 10 ,   12 2 11 16   2 3 18 11

12 7   2 3 18 11   12 2 11   9 22 6 19 19   3 8 14   12 2 11

13 6 19 19 .   21 20 12   12 2 11   13 6 19 19   4 20 9 12

21 11   9 12 10 7 8 15 11 10   12 2 3 8   12 2 11

9 22 6 19 19 .

- Mohammed Ali

Solve the Secret Message

CHAMPIONS AREN·T MADE IN
1 2 3 4 5 6 7 8 9   3 10 11 8 12   4 3 14 11   6 8

GYMS. CHAMPIONS ARE MADE
15 16 4 9   1 2 3 4 5 6 7 8 9   3 10 11   4 3 14 11

FROM SOMETHING THEY HAVE
17 10 7 4   9 7 4 11 12 2 6 8 15   12 2 11 16   2 3 18 11

DEEP INSIDE THEM-A DESIRE,
14 11 11 5   6 8 9 6 14 11   12 2 11 4 3   14 11 9 6 10 11

A DREAM, A VISION. THEY
3   14 10 11 3 4   3   18 6 9 6 7 8   12 2 11 16

HAVE TO HAVE LAST MINUTE
2 3 18 11   12 7   2 3 18 11   19 3 9 12   4 6 8 20 12 11

STAMINA, THEY HAVE TO BE A
9 12 3 4 6 8 3   12 2 11 16   2 3 18 11   12 7   21 11   3

LITTLE FASTER, THEY HAVE
19 6 12 12 19 11   17 3 9 12 11 10   12 2 11 16   2 3 18 11

TO HAVE THE SKILL AND THE
12 7   2 3 18 11   12 2 11   9 22 6 19 19   3 8 14   12 2 11

WILL. BUT THE WILL MUST
13 6 19 19   21 20 12   12 2 11   13 6 19 19   4 20 9 12

BE STRONGER THAN THE
21 11   9 12 10 7 8 15 11 10   12 2 3 8   12 2 11

SKILL.
9 22 6 19 19

- Mohammed Ali

SUMMER OLYMPIC GAMES

R	T	R	A	R	C	H	E	R	Y	J	G	T	G	P	O	S	F	V	F
E	U	E	J	D	I	S	C	U	S	H	N	B	N	Y	V	U	W	M	E
C	E	L	C	E	D	J	Y	L	B	B	I	A	I	F	O	R	X	K	N
C	O	A	W	I	N	S	E	I	X	F	V	S	M	J	L	O	K	B	C
O	D	Y	B	Q	Z	T	K	D	N	S	I	K	M	E	L	L	F	K	I
S	U	G	A	L	V	L	C	Y	R	P	D	E	I	D	E	O	T	J	N
D	J	K	S	O	S	Y	O	T	O	B	G	T	W	O	Y	P	Z	W	G
L	O	V	E	N	A	A	H	A	W	C	Y	B	S	D	B	R	Q	E	C
E	B	W	B	G	A	C	D	B	I	A	M	A	D	F	A	E	X	I	P
I	B	R	A	J	C	H	L	L	N	N	N	L	E	Q	L	T	M	G	O
F	O	E	L	U	A	T	E	E	G	O	A	L	Z	E	L	A	X	H	L
D	X	S	L	M	B	I	I	T	T	E	S	L	I	Q	B	W	J	T	E
N	I	T	C	P	L	N	F	E	G	Q	T	L	N	U	A	P	Z	L	V
A	N	L	W	Y	G	G	V	N	N	R	I	A	O	E	D	P	D	I	A
K	G	I	Q	L	P	L	E	N	I	W	C	B	R	S	M	R	S	F	U
C	P	N	C	O	B	V	I	I	M	X	S	D	H	T	I	X	I	T	L
A	D	G	J	R	N	S	E	S	M	L	T	N	C	R	N	P	N	I	T
R	A	B	B	X	L	F	W	N	I	Z	Y	A	N	I	T	G	N	N	X
T	P	V	J	M	J	N	N	H	W	Z	U	H	Y	A	[illegible]	I	E	G	G
R	V	T	A	G	U	M	L	P	S	W	Q	V	S	N		J	T	V	F

WORD LIST

ARCHERY
BASKETBALL
DISCUS
FENCING
HANDBALL
POLEVAULT
SOCCER
TABLETENNIS
VOLLEYBALL
WRESTLING

BADMINTON
BOXING
DIVING
FIELDHOCKEY
JUDO
RELAY
SWIMMING
TENNIS
WATERPOLO
YACHTING

BASEBALL
CANOE
EQUESTRIAN
GYMNASTICS
LONGJUMP
ROWING
SYNCHRONIZEDSWIMMING
TRACKANDFIELD
WEIGHTLIFTING

SUMMER OLYMPIC GAMES

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R . R A R C H E R Y . G . G . . . . . F
E . E . D I S C U S . N B N . V . . . E
C . L . . . . Y . . . I A I . O . . . N
C O A . . . . E . . . V S M . L O . . C
O D Y B . . . K . . . I K M . L L . . I
S U . A L . . C . R . D E I . E O . . N
D J . S O . Y O T O . G T W . Y P . W G
L . . E N . A H A W C Y B S . B R . E .
E . W B G . C D B I A M A D . A E . I P
I B R A J . H L L N N N L E . L T . G O
F O E L U . T E E G O A L Z E L A . H L
D X S L M . I I T . E S L I Q B W . T E
N I T . P . N F E G . T L N U A . . L V
A N L . . . G . N N . I A O E D . . I A
K G I . . . . . N I . C B R S M . S F U
C . N . . . . . I M . S D H T I . I T L
A . G . . . . . S M . . N C R N . N I T
R . . . . . . . . I . . A N I T . N N .
T . . . . . . . . W . . H Y A O . E G .
. . . . . . . . . S . . . S N N . T . .
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WORD LIST

ARCHERY
BADMINTON
BASEBALL
BASKETBALL
BOXING
CANOE
DISCUS
DIVING
EQUESTRIAN
FENCING
FIELDHOCKEY
GYMNASTICS
HANDBALL
JUDO
LONGJUMP
POLEVAULT
RELAY
ROWING
SOCCER
SWIMMING
SYNCHRONIZEDSWIMMING
TABLETENNIS
TENNIS
TRACKANDFIELD
VOLLEYBALL
WATERPOLO
WEIGHTLIFTING
WRESTLING
YACHTING

GETTING TO KNOW YOU: A TEEN READING LIST FOR AN OLYMPIC SUMMER

FICTION

Anderson, Mary. *Who Says Nobody's Perfect?* Delacorte Press, 1987.
When Ingvild arrives in New York City from Norway as an exchange student, she shares a room with fifteen-year-old Jennifer who becomes jealous of Ingvild's beauty and popularity at school.

Blessing, Richard Allen. *A Passing Season.* Little, Brown, 1982.
Growing up in a town where football is everything, Craig Warren tries to resolve his growing ambivalence towards playing on the high school team and making football the center of his life.

Bosse, Malcolm J. *Ganesh.* Crowell, 1981.
Jeffrey--called Ganesh after an elephant-headed god and raised in India--comes to America and tries to fit his knowledge of Hinduism, Yoga, and Mantras into his new American life.

Choi, Sook Nyul. *Gathering of Pearls.* Houghton Mifflin, 1994.
Sookan struggles to balance her new life as a college freshman in the United States with expectations from her family at home in Korea.

Crispin, A.C. *Starbridge.* Ace, 1989.
Welcome to Starbridge Academy, where inter-alien contact and making peace are more than just a job - they are the future.

Deuker, Carl. *Heart of a Champion.* Joy Street, 1993.
Seth faces a strain on his friendship with Jimmy, who is both a baseball champion and something of an irresponsible fool, when Jimmy is kicked off the team.

Deuker, Carl. *On the Devil's Court.* Joy Street, 1988.
Struggling with his feelings of inadequacy and his failure to make the basketball team in his new school, seventeen-year-old Joe Faust finds himself willing to trade his soul for one perfect season of basketball.

Duder, Tessa. *In Lane Three, Alex Archer.* Houghton Mifflin, 1987.
Fifteen-year-old Alex struggles to overcome personal trauma and hardship as she competes with her arch rival for a place on the New Zealand swimming team participating in the 1960 Olympic Games in Rome.

Dygard, Thomas J. *Forward Pass.* Morrow, 1989.
To improve his struggling football team's chances of winning, Coach Gardner brings in a new wide receiver, Jill Winston.

Dygard, Thomas J. *Game Plan.* Morrow, 1993.
When the Barton High football coach's hospitalization forces skinny student manager Beano Hatton to take over coaching the team, he must deal with a rebellious quarterback and his own lack of confidence

Dygard, Thomas J. *Halfback Tough.* Morrow, 1986.
New at Graham High, Joe joins the football team and begins to change his tough guy outlook as he becomes absorbed by the game and gains self-esteem and new friends.

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Dygard, Thomas J. *Quarterback Walk-On*. Morrow, 1982.
When the fourth-string quarterback for a Texas college team suddenly finds himself next Saturday's starter, he has a plan for winning.

Hermann, Spring. *Flip City*. Orchard, 1988.
Four girls whose family lives are difficult compete in gymnastics for their gym, Flip City, the place they feel most at home.

Hoffius, Stephen. *Winners and Losers*. Simon and Schuster, 1993.
When a heart condition threatens to curtail his friend Daryl's track career, Curt finds himself taking Daryl's place as lead contender for the conference championship and as the new obsession of Daryl's driven father.

Klass, David. *The Atami Dragons*. Scribner, 1984.
After the death of Jerry's mother, his father takes the family to Japan for a summer, where Jerry suffers from boredom and loneliness until he discovers the local high school baseball team needs a player.

Klass, David. *A Different Season*. Dutton, 1988.
High school baseball star Jim Roark is delighted to meet Jennifer Douglas, the second base woman on the girls' softball team, until she becomes the first female player on his all-male team.

Korman, Gordon. *The Zucchini Warriors*. Scholastic, 1988.
Roommates Bruno and Boots find obstacles in their way as they attempt to lead the MacDonald Hall Zucchini Warriors to a victorious football season and earn the reward of a new recreation center.

Levy, Elizabeth. *Cold as Ice*. Morrow, 1988.
Working at the Dome, a sports arena in New York City, during a pre-Olympic skating exhibition, Kelly meets two competitive male skaters whose lives become threatened by a string of mysterious accidents.

Lynch, Chris. *Shadow Boxer*. HarperCollins, 1993.
After their father dies of boxing injuries, George is determined to prevent his younger brother, who sees boxing as his legacy, from pursuing a career in the sport.

Malamud, Bernard. *The Natural*. Farrar, Straus, Giroux, 1952.
A natural champ of baseball and a born winner goes up against the corrupters and the seducers, fighting to win the toughest game of his life. A movie has been made from this book.

Miklowitz, Gloria D. *Anything to Win*. Delacorte, 1989.
To increase his chances of winning a college scholarship, a talented high school quarterback risks his health by taking anabolic steroids to gain weight.

Myers, Walter Dean. *Hoops*. Delacorte, 1981.
Coach Cal knows Lonnie has what it takes to be a pro-basketball player. *Hoops* captures growing up on the streets of Harlem and the pressures that are there.

Myers, Walter Dean. *The Outside Shot*. Delacorte, 1984.
Recruited by a small midwestern college to play basketball, a Harlem boy has many new experiences, including working with a child who needs physical therapy and dealing with corruption. Sequel to *Hoops*.

Niven, Larry. *Achilles' Choice.* Tom Doherty, 1991.
The rulers of the 21st century have created a nearly perfect system for selecting its future leaders: a new kind of Olympics that tests the mind as well as the body - and which only a few survive.

Shusterman, Neal. *Dissidents.* Little, Brown, 1989.
Fifteen-year-old Derek, son of the American ambassador to the Soviet Union, decides to smuggle a Russian dissident's daughter out of Moscow and achieves a greater understanding of himself, his principles, and his deep-seated feelings for his dead father.

Soto, Gary. *Taking Sides.* Harcourt Brace Jovanovich, 1991.
Fourteen-year-old Lincoln Mendoza, an aspiring basketball player, must come to terms with his divided loyalties when he moves from the Hispanic inner city to a white suburban neighborhood.

Wojciechowska, Maia. *Dreams of the Super Bowl.* Pebble Beach, 1993.
John and Nick both have dreams of being football heros, but their lives are affected by different things until they face each other across the line at the Super Bowl.

NONFICTION

Carter, Jimmy. *Talking Peace: A Vision for the Next Generation.* Dutton, 1993.
Written just for teens, it discusses the various factors involved in peace negotiations and conflict resolution, examining such elements as the living conditions of citizens in peacetime and wartime and the effect of international relations on innocent citizens.

Coffey, Frank. *Thin Ice.* Windsor, 1994.
The complete, uncensored story of Tonya Harding and the tragic ice skating competition of the 1994 Olympics.

Cohen, Daniel. *Going for the Gold: Medal Hopefuls for Winter '92.* Pocket Books, 1992.
Get an insider's tour of the Olympics - a complete explanation of all events including figure skating, bobsledding, ski jumping and more!

Frommer, Harvey. *Olympic Controversies.* Franklin Watts, 1987.
A history of the Olympic games focusing on the political events, controversies, and tragedies that have marred the games.

Gentry, Tony. *Jesse Owens.* Chelsea, 1990.
A biography of the track and field star who won three gold medals in the 1936 Summer Olympic Games.

Hamill, Dorothy. *Dorothy Hamill On and Off the Ice.* Knopf, 1983.
The author describes her life and evolution into one of the world's most famous ice skaters.

Helmer, Diana Star. *Belles of the Ballpark.* Millbrook, 1993.
Describes the All-American Girls Professional Baseball League, which gave women the opportunity to play professional baseball while America was involved in World War II.

Macy, Sue. *A Whole New Ball Game.* Holt, 1993.
Describes the activities of the members of the All-American Girls Professional Baseball League, the women's professional baseball league that existed between 1943 and 1954.

McKissack, Pat. *Black Diamond: The Story of the Negro Baseball Leagues.* Scholastic, 1994. Traces the history of baseball in the Negro Leagues and its great heroes, including Monte Irwin, Buck Leonard, and Cool Papa Bell.

Milton, Joyce. *Greg Louganis: Diving for Gold.* Random, 1989.
A biography of the champion diver who has won more titles, including several Olympic medals, than anyone in diving history.

New York Times. *Miracle on Ice.* Bantam, 1980.
A nation goes wild as 20 young Americans score the greatest team triumph in memory beating the best hockey team in the world and winning the Gold Medal at the XIII Olympics.

Salzman, Marian. *150 Ways Teens Can Make a Difference.* Peterson's Guides, 1991.
Teenagers discuss the rewarding and sometimes frustrating experiences of being a volunteer, including their commitment and accomplishments, parental support, and how they incorporate volunteer activities into their busy high school schedules.

Silverstein, Herma. *Mary Lou Retton and the New Gymnasts.* Franklin Watts, 1985.
Describes the styles, techniques, and accomplishments of the new Olympic gymnasts, with an emphasis on Mary Lou Retton.

Stauth, Cameron. *The Golden Boys.* Pocket Books, 1992.
Together they formed the greatest team ever assembled in the annals of sports, and won Olympic gold in basketball with a dominance of legendary proportions.

Sullivan, George. *Sports.* Scribner, 1988.
Part of the Great Lives series, this book spotlights the background, achievements, and the personalities of some of the major figures in sports history: Nadia Comaneci, Jim Thorpe, Larry Bird, and more.

White, Ellen Emerson. *Jennifer Capriati,* Scholastic, 1991.
A biography of the exciting tennis player who, in 1990, became the youngest player ever to reach the finals in a women's tennis tournament (and later won the women's singles gold at the 1992 Olympics).

Young Adult Programs Bibliography

Blubaugh, Penny. "The Peace Safari: A Summer Reading Program". *Voice of Youth Advocates:* June 1990: 97.

Carton, Debbie. "Practically Speaking: Cover to Cover at Berkeley Public Library". *School Library Journal* July 1992: 34

Edgerton, Cathi. "Young Adult Summer Reading Games: a Source and Resource". *Voice of Youth Advocates:* August 1983 : 134-141+.

Graham, Kent W. and Gail Roberts. "Murder, They Read: YA Summer Reading Success". *Voice of Young Advocates:* February 1992: 363-364.

Jones, Patrick. *Connecting Young Adults And Libraries: A How-To-Do-It Manual*. N.Y., Neal-Schuman Publishers, 1992.

Knieriem, K. Lesley. "Murder in the Library", (Practically Speaking: Replicable Programs and Useful Ideas). *School Library Journal*, April 1994: 48.

Krahnke, Kitty. "Ripples on the YA Pond: the Library Lottery is Born". *Voice of Youth Advocates*: August 1992: 161-162.

McMurrer, Eileen. "Arlington's Teen Reading Machine". *Voice of Youth Advocates*: August 1989: 151-152.

Nagle, Ann. "YA Summer Reading Plan". *Voice of Youth Advocates:* June 1987: 71.

Olson, Betty. "Auction Climaxes YA Summer Reading Program". *Voice of Youth Advocates:* June 1991: 86-87.

Voice of Youth Advocates: (journal). Metuchen, N.J., Scarecrow Press, (P.O. Box 4167, zip: 08840).

SPECIAL NEEDS CHILDREN AND THE ARIZONA READING PROGRAM

Involving Visually and Physically Handicapped Children in the Arizona Reading Program

SPECIAL NEEDS INFORMATION

Visually impaired or physically handicapped children in your community may want to participate in your Summer Reading Program along with their peers. The Braille and Talking Book Library can help you include them in your program.

There are a few simple things you can do to help make visually impaired children more comfortable in your library. Identify yourself when you greet someone with a visual impairment. Let the child know what you are doing and where you are going. Ask if the child needs assistance getting around the library and let the child take your arm, which allows you to be the guide. If the child becomes loud or disruptive, do not be afraid to discipline him as you would a sighted child. Do not single the child out or allow inappropriate behavior because you feel sorry for him. Just make sure that the child knows what is acceptable and unacceptable.

With a little help, visually impaired, blind, or otherwise handicapped children can participate in much of regular library programming. For story hours, select the story carefully so that understanding of the text does not depend upon illustrations. If the child can't see gestures, or facial expressions, try to include objects and tactile experiences. In some cases, if the library has volunteer helpers for story hour, the helper can sit with the child and help with gestures, etc. Parents may also wish to participate with their child. The storyteller can use hearing, touch, tasting, smelling, imagination, and emotions to encourage the listeners' interest. Visually impaired children also enjoy films or video if the films are introduced and given explanation when needed. Many children's books are printed in larger than normal print, and children who read large print may be able to enjoy summer reading if they are directed toward these books. Discuss the child's needs with the child and the parents and do not avoid words such as see, look, and read. Encourage ALL the children in your story programs to see with their "inside eyes" or use their imagination, as you tell stories.

The Talking Book Library will provide the child and the librarian with catalogs of recorded juvenile books available through our program. There are also many books recorded locally. Many are on Arizona or Southwest subjects, and many are of juvenile or Young Adult interest. Our Reader Advisors may suggest some of these, and are available for consultation by phone.

Our newsletter will encourage our readers to participate in their local library's summer reading program by using talking and Braille books. We intend to support your efforts to include these children in your programs and are available by phone every weekday from 8 a.m. to 5 p.m. at 1-800-255-5578 or, in the Phoenix area at 255-5578.

Talking Book/Braille Service Overview

What is available?

Talking books, Braille books, and catalogs of titles; talking books are complete books recorded on cassettes or records. They are circulated throughout the state by the Arizona State Braille and Talking Book Library in cooperation with the National Library Service for the Blind and Physically Handicapped (NLS), a division of the Library of Congress.

The book collection is much like that of a public library; books are selected to appeal to a wide range of reading interests. Registered borrowers receive large print catalogs and the bimonthly *Talking Book Topics or Braille Book Review* to use in selecting books they wish to read. A separate set of catalogs list books for children.

It is necessary to use the NLS playback equipment because the books are recorded at a slower speed not generally available on commercial equipment. Record and cassette players are loaned free of charge as long as library materials are being used.

Accessories for the equipment which are available for loan include: extension levers for the cassette player; special amplifier for use with headphones for hearing impaired persons; remote control unit; and solar battery charger.

There is no charge for any of the materials. Books and equipment are mailed to the reader and back to the library postage free.

Who is eligible?

Anyone unable to read conventional print, hold a book, or turn pages due to a physical limitation is eligible. This includes blind children, children whose visual disability prevents the reading of standard print material, physically handicapped children unable to handle standard print material, and children having a reading disability resulting from an organic dysfunction of sufficient severity to prevent their reading of printed material in a normal manner.

In cases of blindness, visual disability, or physical limitations, the disability may be certified and the application signed by doctors of medicine or osteopathy, ophthalmologists, optometrists, registered nurses, therapists and the professional staff of hospitals, institutions, and public or welfare agencies, or a professional librarian. In the case of reading disability from organic dysfunction, the application must be signed by a doctor of medicine or osteopathy, who may consult with colleagues in associated disciplines (such as school psychologists or learning disability teachers).

For more information about eligibility and certification, contact the Arizona State Braille and Talking Book Library at 255-5578; outside the Phoenix area, call 1-800-255-5578.

How does the service begin:

Obtain and complete an application form; eligibility must be certified before equipment can be loaned. Return the completed application to the Library. Equipment is sent to eligible patrons, and a readers advisor contacts each new patron to begin service, discuss reading interests, etc.

Patrons may submit request lists; or, staff will select books for patrons in the subject areas they designate. When one book is returned to the library, another is sent. They may always increase or decrease the number of books sent, place a "hold" on service temporarily, or modify their reading interest list.

For more information, contact Linda Montgomery, Director, Library for the Blind and Physically Handicapped Division:

State of Arizona
Department of Library, Archives and Public Records
Talking Book and Braille Library
1030 North 32nd Street
Phoenix, AZ 85008
(602) 255-5578
In-State WATS: 1-800-255-5578
FAX #: (602) 255-4312

SOME ADDITIONAL IDEAS FOR INCLUDING SPECIAL NEEDS CHILDREN AND TEENS

Do not forget special needs teens when choosing teen volunteers for your programs. They may participate in book reviews, helping other special needs kids, book repair, or other activities. Discuss with the volunteer what he or she would like to do and what limitations they have. You'll find that special kids can also be special volunteers!

Very young children usually need little guidance in accepting a blind child in their circle. They quickly learn to show him a toy, for example. Older children and adults sometimes have to be encouraged to invite a blind companion to join their fun. Don't assume that a disabled child cannot possibly run around or play ball. Children in wheel chairs or with canes can participate in many games with guidance. Blind players can bat a ball from a tee, or use a beeper ball. If you don't have these mechanical devices, clapping, ringing a bell, or using your voice to direct the player can be used for ball games or relays. Batting in a kickball game is easy if the pitcher stands close in, rolls the ball carefully, and calls out when he releases the ball. The blind player can run to a voice calling him on each base, or run with a friend. Blind children can also be flexible in informal play, taking someone's arm when they are actually running. Try having blindfolded games for all players, with sound or touch as the guides. Tricycle races are fun for all, just make sure that the direction in which to go is clear, and once again have a "buddy " and or sound guides. Tug of war and rope pulls are fun for all. Playing as wheel barrows, creeping over obstacles, pushing wagons, weighted boxes, etc., and doing yoga exercises such as cat, cow, or cobra can be fun for all and give a sporty tone to your " Olympic" activities.

What kinds of other activities are good for including children who cannot see or perhaps need to increase their grip or finger strength? Tearing paper and fabrics, squeezing water or paint from sponges or syringe medicine droppers, playing with play dough and bread dough, playing with manipulative toys, using paper hole punch, using glue sticks, tracing around cookie cutter shapes or frosting cookies, water painting with large brushes, are a few ideas. Blind children also enjoy large wooden or rubber puzzles and sand table activities. Simple cooking activities using garlic press, potato masher, stirring, sifting, etc. are easy for all young children to learn, so don't exclude your visually impaired or blind child. They may need extra assistance but be sure to consult with the parents of the child so that you don't give too much help when it is not needed.

To add awareness to your non-handicapped children, you may want to invite a person who has a guide or service dog as a companion to visit and explain its training and work. These dogs may help their owners who cannot hear or have mobility problems.

PARENT GUIDES

Some parent guides your patrons might find useful to follow.

Guide To Toys For Children Who Are Blind Or Visually Impaired, jointly produced at no cost by the American Foundation for the Blind and Toy Manufacturers of America (contact American Foundation for the Blind at (800) 232-5463.

A Toy Guide For Differently-Abled Kids, distributed at no cost by The National Parent Network on Disabilities (contact National Parent Network on Disabilities, 1600 Prince St. #115, Alexandria, VA (703) 684-6783 (V/TDD).

Materials For Blind Parents, available free from the National Federation of the Blind Materials Center, 1800 Johnson St., Baltimore, MD 21230 (410)639-9314. This last is a set of two 1-7/8 ips two-track cassettes, tone-indexed.

For families with access to computer and modem, there are hundreds of resources for parents of children with special needs on the *Local Interagency Network Communication System*. This electronic bulletin board operates 24 hours a day. There are no registration fees. For more information, contact *PHP-The Family Resource Center for Children with Special Needs* at (408) 288-5010 (voice).

The Foundation for Blind Children is an organization in Phoenix which has many activities during the summer, usually including a Braille reading program. Contact them at 1231 E. Harmont Drive, Phoenix, Arizona (602) 331-1470.

RECOMMENDED READING LIST

FICTION

Bauer, Marion Dane. *On My Honor*. 1986. Juvenile Short. Level: 5-8. More Tbns RC 26123. Male Reader: Palmer, David.
Joel's best friend Tony goads him into a bike trek to the bluffs at the state park, and to Joel's dismay his father consents to the trip. Halfway there, Tony becomes fascinated by the dangerous Vermillion River, and convinces Joel to swim despite warnings not to go near the river. The boys race, and Tony disappears in the water. With the help of his father, Joel begins to come to grips with his guilt and sorrow, and to understand the power of choice.

Bishop, Curtis. *Little League Victory*. No Date. Juvenile Short. Level: 4-7. RC 10594.
Although Ed Bogart is a fine player, he has a hard time making a little league team because all the coaches know about his uncontrollable temper and his visits to a psychologist. For grades 4-6.

Bishop, Curtis Kent. *Little League Stepson*. 1965. Juvenile. Level: 4-7. BR 00778.
Because of a leg injury, Robin Scott has not made the little league baseball team. But when his mother marries one of the team managers, it seems obvious to everyone that Robin will be chosen. For grades 4-7.

Carter, Peter. *Bury The Dead*. 1987. Adult Young, Adult Long. J&S. RC 27065. Male Reader: Avers, Roy
A thriller set in contemporary East Berlin. As teenager Erika trains diligently for the junior high-jump championship, her great-uncle, long presumed dead, arrives suddenly from West Germany. But his mission is not innocent, and the realities of the East Berlin police state and of her great-uncle's past come to loom ominously over her. For junior and senior high and older readers.
Clark, Ann Nolan. *Hoofprint On The Wind* . 1972. Juvenile Short. Level: 4-7. More Tbns. RC 07057. Female Reader: Flanagan, Pauline.
Everyone knows there is no fine horse running wild on the small Irish island, although Patcheen sees the connemara pony many times and even finds a tuft of coarse black horsehair in a cleft of rock. For grades 4-7.

Cone, Molly. *Mishmash And The Big Fat Problem*. 1982. Juvenile Short. Level: 2-4. RC 28476. Female Reader: O'Neal, Mary.
All month Pete has been training hard for the healthy heart marathon. His team will be competing against that of Wanda, his next door neighbor who beats him at everything except arithmetic. In the meantime Mishmash, the teacher's dog, has become overweight. Pete and Wanda try hypnosis and an exercise routine to get him slim again. Grades 2-4.

Covington, John P. *Motorcycle Racer*. 1973. Young Adult Juvenile. Level: 5-8. RC 08014. Male Reader: Case, Peter.
Eddie Moats, a member of the roamers racing club, wants to get his gang into organized racing. For grades 6-9.

Cox, William Robert. *Game, Set, And Match*. 1977. Adult. Short. Level: 4-7. RC 12821. Male Reader: Stratton, John.
Charlie Jiminez Heath, a scrappy young Cuban-American, wants to make tournament tennis his career. He must beat not only last year's champ but also the previous champ's father, a prejudiced banker who hires two toughs to harass Charlie. For grades 4-7.

Douglass, Barbara. *Skateboard Scramble*. 1978. Juvenile Short. Level: 4-7. RC 17026. Female Reader: Applebaum, Roslyn.

Although Jody loves skateboarding, she is uneasy when her father insists that she enter a competition, especially since she would be competing against her best friend. For grades 4-7.

Duder, Tessa. *In Lane Three, Alex Archer*. 1989. Young Adult. Level: Junior & Senior High. RC 34992. Female Reader: Carter, June.
Swimmer Alex Archer wants to represent New Zealand in the 1960 Olympic games in Rome. She also wants to play hockey, take ballet, study music, and perform in plays. This lack of total devotion to swimming is noticed by her boyfriend, Andy, her parents, her coach, and by Alex herself. But she remains devoted to her varied interests, until Andy is killed in an accident. For junior and senior high readers. New Zealand children's book of the year.

Dygard, Thomas. *Rebound Caper*. 1983. Juvenile Short. Level: 5-8. RC 23615. Male Reader: Halberstadt, Jeff.
High school basketball star Gary Whipple, known as the clown of the court, has pulled lots of memorable stunts. But he astounds everybody when he quits the boys' team and signs on with the girls. Not only does his switch make history, it also creates problems - both on and off the court. Grades 5-8

Farley, Walter. *The Black Stallion*. 1941. Juvenile Short. Level: 6-9. RC07329.
When Alec Ramsay first sees the black stallion being forced aboard the ship on which he is a passenger, Alec has no idea that the magnificent creature will soon save his life. For grades 4-7.

Farley, Walter. *The Black Stallion's Courage*. 1959. Juvenile. Level: 4-7. RC 14689. Male Reader: Bateman, Dennis.
A great tragedy--the loss of a $100,000 barn--encourages Alec Ramsay to train the black stallion once more for the big time. The contest for which they prepare so diligently proves to be the race of the century. For grades 4-7.
Farley, Walter. *The Black Stallion Mystery*. 1957. Juvenile. Level: 4-7. RC 08554. Male Reader: Harmel, Richard
The search for the sire of black stallion takes Alec Ramsay on a perilous journey to a far-off land. For grades 4-7.

George, William T. *Fishing At Long Pond*. 1991. Juvenile. Level: K-3. BR 08964.
Katie and her grandfather are in for a delightful day of fishing on long pond. They won't be using worms today because they are fishing for bass, Katie's first. They pass by beautiful wildflowers, an old beaver lodge, and 2 deer who've come for an afternoon drink. An osprey is also out fishing, and a large Canadian goose gets all riled up when their boat gets too close to his nest. Grades K-3

Haywood, Carolyn. *Summer Fun*. 1986. Juvenile. Level: 3-6. BR 06967.
A collection of 10 short stories about the joys of summertime. Includes "The Watermelon Party," "Eddie and His Hermit Crab," and" An Afternoon on the Farm." Grades 3-6.

Higdon, Hal. *The Team That Played In The Space Bowl*. 1981. Juvenile Short. Level: 4-7. RC 19268. Male Reader: Jackson, Brian.
To ensure victory in the upcoming space bowl, leaders of the planet Gann kidnap what they believe is a topflight professional football team. It turns out to be a disastrous college squad that has never scored a point, much less won a game. Grades 4-7.

Honig, Donald. *Winter Always Comes..* 1977. Juvenile Short. Level: 4-7. RC 12839. Male Reader: Watkins, Mark.
A baseball bonus baby finds his rookie year difficult as he attempts to cope with fickle fans and to earn the respect of a former major league star. For grades 4-7.

Hyde, Dayton O. *The Major, The Poacher, And The Wonderful One-Trout River.* 1985. Juvenile Short. Level: 4-7. RC 25009. Male Reader: Day, Douglas.
World trout-fishing expert major George Quillaine Englevel in a mighty struggle with young Plummey Pittock to catch a magnificent female trout they call the Virgin Queen. Grades 4-7.

Kelly, Jeffrey. 1988. Juvenile Short. Level: 4-7. RC 31558. Male Reader: Fox, Jack.
Every Saturday morning the McCarthy roaders play sandlot baseball with broom handles and tennis balls. Unfortunately the roaders have lost 9 straight games to their arch rivals, the Hemlock St. Poisons. But the roaders still have hope. There's a big kid, John Johnson, who's just moved into the neighborhood, but everytime shooter Carroll asks him to join the team he says no. Will shooter be able to convince him to play? Grades 4-7.

Klass, David. *The Atami Dragons.*. 1984. Juvenile Short. Level: 5-8. RC 25761. Male Reader: Regensdorf, Phil.
Sixteen year old Jerry Sander's baseball team is having its best year ever. When Jerry's father gets an offer to teach English in Japan and decides that moving from New Jersey might help him cope with the death of his wife, Jerry has to abandon his team. Life for Jerry in the Japanese town of Atami is boring and lonely until he gets to practice with a local high school baseball team, the Atami Dragons. For grades 5-8.

Knudson, R.R. *Zan Hagen's Marathon*. 1984.
Young Adult. Juvenile Short. Level: 6-9. RC 29718. Female Reader: Friedlander, Mitzi.
Challenged by her best friend and trainer Rinehart, a high school athlete Zan Hagen decides to try for a place on the U.S. Women's Olympic Marathon. Although Rinehart has carefully mapped out a training schedule that will have her ready for the 26 mile plus race in 3 months, Zan believes that she can do it without training. Grades 6-9.

Knudson, R. R. *Zanbanger*. 1977. Young Adult. Juvenile Short. Level: 6-9.
RC 29719. Female Reader: Buzzard, Madelyn.
Sports enthusiast Zan Hagen plays on the girls basketball team at Robert E. Lee High School in Arlington, Virginia. Thrown off the team for playing too aggressively, Zan appeals to the coach of the boys team for a chance to play. Although Mr. O'Hara admits that she's good, he won't allow her on the team. Good friend and ardent fan Arthur Rinehart convinces Zan to take her case to court. Grades 6-9.

Knudson, R. R. *Zanboomer*. 1978. Level: 6-9. RC 30435. Female Reader: Friedlander, Mitzi. Adult Young Adult. Juvenile Short.
High school athlete Zan Hagen loves to play baseball. When she dislocated her shoulder in a crucial game, she is out for the remainder of the season. Her best friend, ardent fan, and personal coach Arthur Rinehart suggests that she take up cross-country track, and maps out an elaborate training schedule. But Zan loves the comradery of team sports, and doubts that running will be as challenging and satisfying. For grades 6-9 and older readers.

Mauser, Pat Rhoads. *A Bundle Of Sticks*. 1982. Juvenile Short. Level: 5-8. More Tbns. RC 20455. Female Reader: Bederman, Mimi.
Ben hates fighting and can't make himself hit back, so he often comes home from school bloody and dirty from another one of Boyd's attacks. Ben's parents finally send him to learn kajukenbo, and oriental style of self defense, but Ben wants quick results and a secret formula that will let him whip Boyd once and for all. For grades 5-8.

Myers, Walter Dean. *Me, Mop And The Moondance Kid*. 1988. Juvenile Short. Level: 4-7. RC 31502. Male Reader: Polk, John.
Eleven year old T.J. and his younger brother Moondance have been recently and happily adopted. Their friend Mop, however, is still at the Dominican Academy Orphanage. The trio's friendship

continues, especially on the Elks' baseball team that Mrs. Kennedy coaches. Mop thinks her best bet for adoption is the Kennedys, and she strives to impress them before the orphanage closes and she is sent elsewhere. Grades 4-7.

Myers, Walter Dean. *Mop, Moondance, And The Nagasaki Knights*. 1992. Juvenile Short. Level: 4-7. RC 36433. Male Reader: Polk, John.
T.J., his brother Moondance, and their teammate Mop, who has been happily adopted by their baseball coach, are playing in a tournament with teams from Mexico, France, and Japan, with the hope of winning a trip to Japan. T.J. is worried about his adopted mom's pregnancy, and the team is worried about their new player, Greg, and his mom, who are homeless. Grades 4-7.

Myers, Walter Dean. *The Mouse Rap*. 1990. Young Adult. Juvenile Short. Level: 6-9. RC 35328. Male Reader: Backman, George.
Mouse, a 14 year old Harlem youth, is in for an eventful summer. He and his best friend, Styx, will be playing in the summer basketball tournaments. Sheri is doing her best to convince the group to join a dance contest. Beverly gives Mouse his first "body kiss," and mouse and his friends search for cash left by a gangster in an abandoned building in the 1930's. And his dad wants to rejoin the family. Grades 6-9.

Shepard, Ray Anthony. *Sneakers*.. 1973. Juvenile Short. Level: 4-7. RC 07728. Female Reader: Jonietz, Pat.
Chuck is so desperate for new sneakers for the big football game that he takes his mother's grocery money to buy a pair, only to have them disappear before the game. For grades 4-7.

Singer, Marilyn. *Ghost Host*. 1988. Young Adult. Juvenile Short. Level: 6-9. RC 30519. Female Reader: Buzzard, Madelyn.
Bart's life seems perfect. He's the star quarterback. And he's good looking, smart, and has a great personality. But when 9 ghosts who inhabit his house select him to get rid of a nasty poltergeist, Bart is forced to face the truth about himself. Grades 6-9 and older readers.

Slote, Alfred. *Jake*. 1971. Juvenile Short. Level: 4-7. More Tbns. RC 24451. Male Reader: Stratton, John.
After searching for and trying a number of coaches for his little league team, 11 year old Jake finds a musician whose advice helps them to win games in a spectacular way. Grades 4-7. Rerecord of tb 4498.

Soto, Gary. *Taking Sides*.. 1991. Young Adult. Juvenile. Short. Level: 6-9. RCA 37453. Male Reader: Piney, Michael.
8th grader Lincoln Mendoza and his mother have just moved from a San Francisco barrio to a wealthy, predominantly white suburb. He misses his Hispanic friends and his old neighborhood. And although he's made first string on the basketball team, the coach dislikes him for no apparent reason. As Mendoza prepares to play basketball against his old school, he feels torn and unsure of where he belongs. Grades 6-9.

Spinelli, Jerry. *There's A Girl In My Hammerlock*. 1991. Young Adult Juvenile. Short. Level: 6-9. RC 36815. Female Reader: Giannarelli, Laura.
Maisie, winner of last year's outstanding 7th grade female athlete award, has decided to abandon field hockey to try out for cheer leading and a shot at getting closer to Eric Delong, her dream date. When she doesn't make the squad, but manages to get on the wrestling team - (Eric is also a wrestler), her best friend dumps her, her teammates ignore her and then try to scare her off, and the home crowd cheers her opponents at matches. Grades 6-9.

Walsh, Jill Paton. *Torch*. 1988. Adult, Young Adult. Level: J&S. RC 28918. Female Reader: Williams, Betty.
Six teenagers provide a time link between the Olympic games of ancient times, an era of high technology called ago, and a catastrophic present where the earth has reverted to ancient ways. When the guardian of Olim dies, Cal and Dio receive his treasure - a sacred torch handed down for generations. They set out on a quest to discover its purpose and to find its rightful home. For junior and senior high and older readers.

William, Kate. *Perfect Shot*. 1989. Young Adult. Juvenile. Short. Level: 6-9. RC 30630. Female Reader: Hottois, Rita.
Shelley Novak is tall and graceful, and one of the best basketball players at Sweet Valley High. But being so tall makes Shelley feel like a freak. That is, until she meets Jim Roberts. But when Jim, an aspiring photographer, starts taking pictures of her, Shelley makes him promise never to show them to anyone. Now he has entered one of her pictures in the "Sweet Valley News" photography contest. Grades 6-9.

Young, I.S. *A Hit And A Miss*.. 1953. Juvenile Short. Level: 6-9. AZC 01155. Female Reader: Kilmer, Corky Bidwell, 15, a Practical Joker, Comedian, and Star Shortstop on the Perry High School baseball team, has a crush on pretty Anita, 15, but she seems to be smitten with Talbert, 18, the quiet, dignified catcher. Things become tense when Corky, Talbert, and Anita rehearse for a comedy playlet. Grades 6-9.

RECOMMENDED READING LIST

NONFICTION

Aaseng, Nathan. *Baseballs' Greatest Teams*. 1986. Young Adult. Juvenile Short. Level 5-8. RC 27787. Male Reader: Means, Randy.
The author profiles 8 teams that he considers the greatest in major league baseball history, using as his criteria 4 questions; "has a team clearly stood out from its rivals? Were they consistent? Did they win under pressure? Did they earn their honors," included are the 1927 N. Y. Yankees and the 1970 Baltimore Orioles. Grades 5-8 and older readers.

Adoff. Arnold. *Sports Pages*. 1986. Juvenile Short. Level: 5-8. RC 25541. Male Reader: Avers, Roy.
A collection of short blank-verse poems on the experiences and emotions of young athletes, both boys and girls, involved in a wide variety of sports. Grades 5-8 and older readers.

Ambler, Irwin. *Minibikes and Small Cycles*.. 1977. Juvenile Short. Level 5-8. RC 12980. Male Reader: Gilborn, Steven.
A seasoned biker discusses the pleasures, purchase, service, and safe operation of minibikes and lightweight cycles. For grades 5-8 and older interested readers.

Bernotas, Bob *Jim Thorpe: Sac and Fox Athlete*. 1993. Young Adult, Juvenile Short. RC 37971. Male Reader: Williams, Jake.
Jim Thorpe was born in Oklahoma in 1888, the son of mixed-blood Indians. Thorpe showed exceptional athletic promise early. At 16, he was admitted to Carlisle Indian School in Pennsylvania, a federally funded school highly regarded among Native Americans. Emerging as an athletic superstar, Thorpe would later dominate the 1912 Olympics, and play professional football and baseball. Grades 5-8 and older readers.

Burchard, Peter. *Venturing: an Introduction to Sailing*. 1986. Young Adult. Juvenile Short. Level 6-9. RC 27804. Female Reader: Maynard, Fern.

A complete, step-by-step guide to small boat sailing. The book is divided into 3 sections, "looking forward," "sailing," and "learning the ropes," and is laced with anecdotes from the author's vast experiences. Grades 6-9 and older readers.

Burchard, Marshall. *Sports Hero: Roger Staubach*. 1973. Juvenile Short. Level 3-6. RC 08663. Male Reader: Bellus, Dan.
Biography of the all-around athlete who won the Heisman trophy during his senior year at the Naval Academy and later led the Dallas Cowboys to victory in the Super Bowl. For grades 3-5.

Burchard, S. H. *Sports Star*. 1983. Juvenile Short. 3-6. RC 22757. Female Reader: Stanton, Charlotte
A brief biography of the 1976 Olympic Gold Medal winner who became the welterweight champion of the world. Grades 3-6 and older readers.

Burchard, S. H. *Sports Star: Herschel Walker*. 1984. Young Adult, Juvenile Short. Level 6-9. RC 28374 . Male Reader: Metzler. Art.
A biography of the 1982 Heisman trophy winner who played 3 seasons for the University of Georgia before leaving college to play professional football with then J. Generals. Easy reading for grades 6-9 and older readers.

Coombs, Charles. *Be A Winner In Ice Hockey*. 1974. Juvenile Short. Level 6-9. RC 09526. Male Reader: Kressin, Eugene.
A basic introduction to ice hockey covers rules of play, layout of the rink, agony of defeat, the athletes, the spectators, and the strategy. Grades 5-9.
Deegan, Paul J. *Michael Jordan: Basketball's Soaring Star*. 1988. Juvenile Short. Level 3-6. RC 29841. Male Reader: Metzler, Art
Presents the life and career of the Chicago Bulls basketball player who was the 1985 Rookie of the Year, the 1988 NBA most valuable player, and the holder of several NBA scoring records. Grades 3-6.

Devaney, John. *Tiny! The Story Of Nate Archibald*. 1977. Juvenile Short. Level 4-7. RC 12990. Male Reader: Hyman, Earle.
A biography of Nate Archibald's rise from the slums of New York City's South Bronx to become one of the great stars of basketball. Grades 4-7.

Gardner, Robert. *Science And Sports*. 1988. Young Adult. Juvenile Short. Level: 6-9. RC 30800. Male Reader: Metzler, Art
Explains the relationship between basic science principles and common participation sports. Principles associated with speed an d acceleration are detailed with references to various ball sports, while throwing, batting, jumping, and running are related to basic laws of motion. Skiing, swimming, and bicycle racing exemplify the effects of friction. Grades 6-9 and older readers.

Hanks, Stephen. *Bo Jackson*. 1990. Young Adult. Juvenile Short. Level: 5-8. RC 33442. Male Reader: Sames, Robert
Vincent Edward Jackson was born on 11/30/1962, the 8th of 10 children in a fatherless family. Growing up in Bessmer, Alabama, Vincent was so strong and so bad that his nickname "Bo" came from "boar hog" a pig that terrorizes other animals. The baseball and football superstar overcame his background to become an amazing athlete and human being who loves children and is anchored in his family. Grades 5-8.

Hirshberg, Albert. *Frank Howard, The Gentle Giant*. 1973. Juvenile. Level: 5-8. RC 08598. Male Reader: Sullivan, Charles.
After striking out 100 consecutive times in 8 years, Frank Howard finally clouted 17 home runs in 2 weeks to fulfill the superstar predictions made early in his career. For grades 4-8.

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Hollander, Phyllis. *100 Greatest Women In Sports.* No Date. Juvenile Short. Level: 5-8. RC 11045. Reader: Johns, Lee
Biographical sketches of more than 100 women in sports, from the early pioneers who broke barriers of prejudice to the great record breakers and innovators of today. For grades 5-8.

Jaspersohn, William
Magazine: *A Week Behind The Scenes At Sports Illustrated.* 1983. Juvenile Short. Level: 5-8. PRC 22675. Female Reader: Hopkins, Georgia.
This kaleidoscopic account of a week in the life of a popular sports magazine shows how a typical issue is put together, printed,and delivered to its millions of readers nationwide. For grades 5-8 and older readers.

Kalb, Jonah. *The Easy Hockey Book.* 1977. Juvenile Short. Level 4-7. RC 12147. Male Reader: Wright, William
Advice on various aspects of hockey such as skating, passing, shooting, practicing, and stick handling. For hockey fans in grades 4-7 who want to increase their understanding of the game.

Knudson, R. R. *American Sports Poems.* 1988. Young Adult Juvenile Short. Level 6-9. RC 30924. Male Reader: Avers, Roy
A collection of more than 150 poems about sports - the thrill of victory, the agony of defeat, the athletes, the spectators, and the things that have made sports an All-American pastime. Grades 6-9 and older readers.
Lipsyte, Robert. *Assignment: Sports.* 1984. Adult Young Adult. Short. More Tbns. RC 23717. Male Reader: Atcher, Randy
Discussions of the Mets first spring training, Muhammad Ali, spring crew racing, the Kentucky Derby, Arnold Palmer, Boco Miller, the world's champion eater, wheelchair competitions, and the 1938 Olympics.

McGonagle, Bob and Marquita. *Careers In Sports.* 1975. Juvenile Short. Level 6-9. RC 12330. Male Reader: Rubins, Alex
Surveys the wide variety of jobs in professional sports including those of administrators, accountants, managers, trainers, sportscasters, and many more. Grades 6-9.

Morrison, Lillian, Compiler. *Sprints and Distances; Sports In Poetry And The Poetry In Sport.* 1965. Juvenile Short. Level 5-8. More Tbns. RC 16561. Male Reader: Palmer, David
A collection ranging from lighthearted newspaper verse to works by such poets as Wordsworth and Yeats. For grades 5-8 and older sports fans.

Olsen, James T. *Billie Jean King; The Lady Of The Court.* 1974. Juvenile Short. Level 3-6. BR 03091. Biography of the tennis champion who is working to bring tennis to ghetto children and women to the court. For grades 3-6

Rae, Rusty. *The World's Biggest Motorcycle Race; The Daytona 200.* 1978. Juvenile Short. Level 4-7. RC 16107. Male Reader: Norred, Wes
Super wheels series. A history of the Daytona 200, which began in 1937 as a beach and road contest and has become known as the most prestigious motoreycle race in the world. For grades 4-7 and older readers.

Rennert, Richard Scot. *Henry Aaron.* 1993. Young Adult. Juvenile Short Level 5-8. RC 37545 Male Reader: Sams, Robert
Henry "Hank" Aaron was born in Mobile, Alabama, in 1934. As a young child, Aaron shared with his father a love of baseball. In 1952 he signed with the Indianapolis clowns of the Negro American League. A year later, joining the Jacksonville Tars, Aaron was among the first wave of

African-American major-league players in the South. He is regarded as one of the game's greatest, most productive, and most valued players. Grades 5-8 and older readers.

Ritter, Lawrence S. *The Story Of Baseball*. 1983. Juvenile Short. Ages 5-8. More Tbns. RC 21775 Female Reader: Isaac, Bonnie
A grand-slam introduction to the art and history of baseball. Includes the traditions; the great stars; as well as chapters on hitting, pitching, fielding, and managing. For grades 5-8 and older readers.

Ryan, Joan. Sports: *Contribution Of Women*. No Date. Juvenile Short. Level 5-8. RC 10448. Reader: Kasarda, Gerry
Biographies of six pioneers in the movement for total acceptance of female athletes: Babe Didrikson Zaharias, Kathy Kusner, Wilma Rudolph, Billie Jean King, Peggy Fleming, and Melissa Belote. For grades 5-8.

Shoemaker, R. H. *The Best In Baseball*. 1974. Young Adult. Juvenile Level 6-9. RC 09581. Male Reader: Hull, Pinky
Profiles of 21 baseball greats provide an outline of baseball from 1905 to the 1970's. Includes Dizzy Dean, Jackie Robinson, Roberto Clemente, and Johnny Bench. For grades 5-9.

Smith, Don. *How Sports Began*. 1977. Juvenile Short Level 6-9. RC 12059. Male Reader: Ryle, Charlie
Examines legends and facts about the origins of nineteen sports now popular in the united states. For grades 6-9

Sullivan, George. *Home Run*. 1977. Young Adult Short Level 6-9. RC 15275. Female Reader: Thompson, Bets
Discusses baseball's most dramatic play, the home run, from the early days when homers were rare and insignificant to such famous sluggers as Hank Aaron, Reggie Jackson, Johnny Bench, Mike Schmidt, and Jim Rice, who Hank Aaron thinks may top his record. For grades 6-9.

Sullivan, George. *Queens Of The Court*. 1974. Young Adult. Short. Level J&S. BR 02988.
Profiles of famous tennis players: Margaret Court, Billie Jean King, Chris Evert, Evonne Goolagong, Rosemary Casals, and Virginia Wade. Includes the personal qualities that led to stardom, critical moments in their careers, and individual playing styles.

Sullivan, George. *This Is Pro Hockey*. 1976. Juvenile Short Level 5-8. RC 11460. Male Reader: Sheppard, Ed
This close-up look at hockey introduces the history, rules, strategy, equipment, and well-known players and teams. For grades 5 - 8.

Turner, Glennette T. *Take A Walk In Their Shoes*. 1989. Juvenile Short Level 3-6. RC 33635 Female Reader: Darling, Sally
Minibiographies of 14 notable African-Americans including Leontyne Price, Ida B. Wells, Oscar Micheaux, and "Satchel" Paige. Each short biography is accompanied by a brief skit depicting an imaginary scene from the subject's life. For grades 3-6 and older readers.

Walker, David G. Rick *Heads For Soccer*. 1982. Juvenile Short Level 3-6. RC 35750. Male Reader: Hurt, Christopher
It's fall, and Rick must decide whether he will join the football team or the soccer team. Last summer his new neighbor, Joe Iturbi, introduced him to soccer, and he has enjoyed learning and playing the sport. Grades 3-6

BEST COPY AVAILABLE

Weissberg, Ted. *Arthur Ashe*. 1991. Young Adult Juvenile Short Level 5-8. RC 37518. Female Reader: Wise, Molly
In 1975, as he became the first African-American to win the men's singles tennis title at Wimbledon (the all-England championships), the sport's most celebrated tournament. Born in Richmond, Virginia, in 1943 when sports were segregated, as he grew up near the tennis courts in Brookfield, the city's black park. After receiving a tennis scholarship to UCLA in 1961, as he became the number one amateur in the U.S. In 1968. Grades 5-8 and older readers.

Yaw, John and Rusty Rae. *Grand National Championship Races*. 1978. Juvenile Short Level 4-7 RC 16229. Male Reader: Weil, Joe
Discusses the history of various racing events in the American Motorcyclist Association championship racing series. Also follows a driver through the ordeal of a typical race, from registration to the victory circle. For grades 4-7 and older readers.

ON THE FOLLOWING PAGES are reproductions of pertinent materials distributed at a workshop entitled: SERVING THE PHYSICALLY CHALLENGED.

Parent Information Network

Sheryl L. Stewart
Parent Information Network Specialist
Central Arizona
4410 W. Union Hills Drive, 7-110
Glendale, AZ 85308
582-1852 Pager: 519-5752 FAX: 582-9630

Workshop for Serving Patrons with
Physical Challenges and Other Disabilities

Tempe Public Library, November 15, 1994

SEVERE EMOTIONAL DISABILITIES AND BEHAVIORAL DISORDERS

An understanding of the cause probably won't be available to you.

Yet patience to deal with these youngsters comes from understanding their problems and their needs.

First, know that the parents are most likely as frustrated as you are when the child behaves inappropriately and won't respond to "normal" discipline. Parents are not always to blame when children exhibit severe emotional disabilities or behavioral disorders.

Second, it is not a primary function of schools to teach coping and strategy skills for the real world. School staff hand out consequences for inappropriate behavior, but often don't understand the source of the child's problem.

So, remember children who behave poorly in a library most likely behave poorly at home and at school. These children are identified early by families and school staff, but little is done to help them until the intermediate grades. These children are used to being in trouble and may be "immune" to typical discipline measures such as:

1. Asking the child to sit down or be quiet
2. Diverting the child's attention to something else
3. Repeating warnings about what will happen if a rule is broken.

It may help you to understand that they don't care if they break a rule. In fact, sometimes they break rules on purpose, just for the joy of it, because that's what they know how to do best.

Finally, what happens is that behavior management becomes a priority over academic learning. Soon the teacher is forced to focus on CONTROL, and not on teaching. After all, the child can't be allowed to disrupt the class or library and disturb the other children so that they cannot learn.

Suggestions for routine problem solving:

- Use a team approach to be proactive.
- Teams foster pooling of experience and expertise.
- Develop shared responsibility for successful interventions.
- Devise a plan and implement it to provide immediate assistance for staff when the need arises.

* * * * * *

IT HELPS TO KNOW

Parents and school staff alike have a rough time teaching these children social skills.

Understand these children do not have social skills. They don't usually recognize social cues. For example, they don't recognize a look of annoyance on someone's face and know that this person is about ready to explode. They often can't tell they're being obnoxious.

In our state cultural and language barriers further compound our difficulties in reading these children.

They dislike change, or any kind of transition.

Remember, these children are used to negatives.

Often, they become angry for no apparent reason.

If you say, "Use an inside voice, please. You're disturbing the others," it probably won't make an impact. It may be a waste of your breath and time.

Often these children want to be included in a group, or participate in story hour, but they go about it all wrong. They're boisterous and don't wait to be asked to join. Instead, they brag about how good they are, or do something to call negative attention to themselves.

These children are often suspended. They're used to not being allowed to go to school. Usually there is very little support for them through counseling.

They prefer structured environments.

They're easily distracted. What's a distraction:

- something hanging from the ceiling
- voices
- music
- noise - phones, copy machines, traffic, air conditioners
- movement
- decorations on the walls

* * * * * *

OH MY GOSH, WHAT SHOULD I DO?

What do you do with these challenging little people when they're yelling at the top of their lungs, or jumping up and down during story time, or throwing books, or picking fights?

Maintain eye contact as much as possible when speaking.

Speak in short sentences. Keep your voice even and soft.
They're used to yelling and grumpy voices.

Keep instructions very simple. Pause between sentences. Watch closely to see if the child is able to concentrate on what you're saying.

Don't ask, "Do you understand?" They'll usually say yes, because they think they do understand. A better way to check for understanding is to ask, "Can you tell that back to me in your own words?"

Use lots of visual cues when instructing. It is preferable to describe something fixed and colorful on a wall.

> "The books on dragons are under the big red balloon on the wall." (Point as you look at the balloon) rather than saying: "To find the books about dragons, turn left at the third row of books."

Ask the child to accompany you to find a book. Talk to the child on the way to the shelf.

Include these children in smaller groups rather than larger groups whenever possible.

Announce any changes in schedule, routine, or room assignments as much in advance as possible.

Assign the child a task to be of assistance to you whenever appropriate. "You look like a pretty smart kid to me. How would you like to help me take things off the bulletin board?"

Avoid touching. Sometimes the children are tactile defensive. They may perceive a touch as a threat.

Act cautiously when including these children in group games, or something similar to team sports, as these types of activities are usually overwhelming.

Ask the child if he or she needs a quiet, alone place to calm down.

Focus on the positive as much as possible. Instead of saying, "Please don't write in the books." Try saying, "I'm glad you're in the library today." (Try to look sincere!) Then ask what school the child attends. After developing a little rapport with the child, explain writing in books is like destroying property, not a good thing to do.

SUGGESTIONS ON SERVING THE DISABLED

From: Serving the Disabled
By: Keith C. Wright
Judith F. Davie

PEOPLE WITH DISABILITIES:

Do Not:

Assume they want information about disabilities.

Ignore the person with the disability and speak only to someone who is accompanying the disabled.

Assume disabled people will not be interested in sports, exercise, sex, or any other normal activity.

Do:

Find out what they want and help them get what they need in a format they can use.

Pay attention to the disabled individual; talk to them just as you would any library patron.

Allow the individual to state his or her interest and help the person to find the needed information.

PEOPLE USING A WHEELCHAIR:

Do Not:

Stand above the individual, constantly looking down on them.

Touch or offer to push the wheelchair without being asked.

Assume that all parts of the library are accessible.

Do:

Assume a position that will allow eye contact with the individual on the same level. Pull up a chair, sit down.

Remember, the chair is a part of the personal space of the individual. Use the same manners towards the person's chair, crutches or cane.

Know what parts of the library and its resources can be used by persons in wheelchairs and be ready to offer assistance by bringing materials or programs to the individual when necessary or requested.

AN OLDER PERSON

Do Not:

Assume they can see and hear as well as younger people.

Assume they will want large print items or enlarged materials.

Assume they have an interest in health and income issues.

Only allow for the normal amount of time when helping the person.

Do:

Allow for vision and hearing loss. Be prepared to speak up and to repeat words, if necessary.

Remember, an individual may not wish to admit they have a visual or hearing problem.

Let the individual tell you what he or she wants.

Allow for physical impairments which may cause the individual to take more time to move about, adjust to using a device, or carry out an acitivity.

HEARING IMPAIRMENT:

Do Not:

Assume every person with a hearing loss uses American Sign Language.

Speak in an exaggerated manner or much slower than usual so they can lip read.

Stand in a glare where your face cannot be seen or obstruct the view of your mouth.

Assume that you understand and are understood.

Do:

Approach the individual so he or she can see you. Ask if you can be of assistance.

Speak normally or a bit slower and be prepared to repeat that is said or write it on a piece of paper.

Keep hands, glasses, and other objects away from your mouth while talking. When in doubt about meaning, write it down.

VISUAL DISABILITY:

Do Not:

Assume that the individual knows his or her way around the library.

Imagine that the person can see the expression on your face.

Put your hand out to shake hands or touch the person without being asked to do so.

Touch or pet a seeing eye dog, even if the dog "begs" for attention.

Assume he or she will want to use your special reading machine for the blind or the talking book service.

Do:

Approach the individual so that you are facing him or her and ask if you can be of assistance.

Make sure your attitude can be heard in your voice. Put a smile, welcome, and helpfulness in your voice.

If the individual asks to be guided to a particular area, stand next to or slightly ahead of the person and ask him or her to take your arm.

Be aware of the dog and the requirement that room will need to be made for the dog in hallways, library stacks and at tables.

Find out what the individual wants. If a special machine seems appropriate, suggest it or any other special services.

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Parent Information Network

Purpose of PALS (Parents Are Liaisons to Schools)

Active parent involvement with schools benefits student performance. Parent participation is needed for team decisions in special education meetings which makes it even more important for parents to be involved with their child's school. The best parent-school relationships are built on a foundation of mutual respect and trust.

Since parents are often considered as "consumers" of special education services, parent input is needed at the state level prior to finalizing the state special education plan. In 1988, in an effort to increase parent involvement in Arizona's schools, the Arizona Department of Education/Special Education Section (ADE/SES) formed a steering committee of parents called PALS. The goals for PALS include:

- **providing ADE/SES with feedback on special education issues from parents in their district;**
- **providing assistance and support to other PALS members;**
- **updating local parents and special education directors regarding information ADE/SES provides, including legislation, funding, etc.;**
- **encouraging parents to become aware of the legislative process as an avenue of change;**
- **networking with their special education director following PALS meetings regarding PALS initiatives and action plans; and**
- **working with their local district to increase parent involvement at all levels.**

How PALS Representatives Are Selected

The Arizona Department of Education/Special Education Section, identifies schools with on-going parent involvement and requests those districts to nominate parents willing to work with ADE/SES staff and regional Parent Information Network Specialists (PINS). The focus is to work toward increased parent involvement statewide. From the nominations received, PALS members are selected to represent parents of students in special education. To balance the representation, consideration is given to parents of various age students and disabilities, ethnicity and geographic region.

Role of PIN Specialists

PIN (Parent Information Network) Specialists were initially hired by the ADE/SES in March 1991, as part of a pilot project, to serve as liaisons between the PALS and parents from schools in their region, and the state. The pilot project later became an integral component of the Parent Information Network. Another role of the PIN Specialists is to provide parents with requested information on relevant special education issues. PINS are intended to be the "connection" between parents, the ADE/SES and districts, for relaying information on timely issues, training needs, etc. They are available as regional contacts for other parents by:

- **providing general assistance to local parents and school administrators;**
- **exchanging information on ...**
    - **status reports for current legislation and proposed legislation**
    - **local or regional resources, services and other allied organizations; and**
- **assisting to establish or strengthen local parent support groups or special education advisory committees.**

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Parent Information Network

Arizona Department of Education

Special Education

Arizona Department of Education • C. Diane Bishop, Superintendent of Public Instruction • September 1994

Parent Information Network (PIN) Specialists

Northern Arizona
Becky Raabe
P.O. Box 3004
Flagstaff, AZ 86003
602-526-2566

Central Arizona
Rita Kenison (interim)
ADE/SES
1535 W. Jefferson
Phoenix, AZ 85007
602-542-3852

Southern Arizona
Shirley Hilts-Scott
400 W. Congress, Ste. 241
Tucson, AZ 85701
602-749-3942

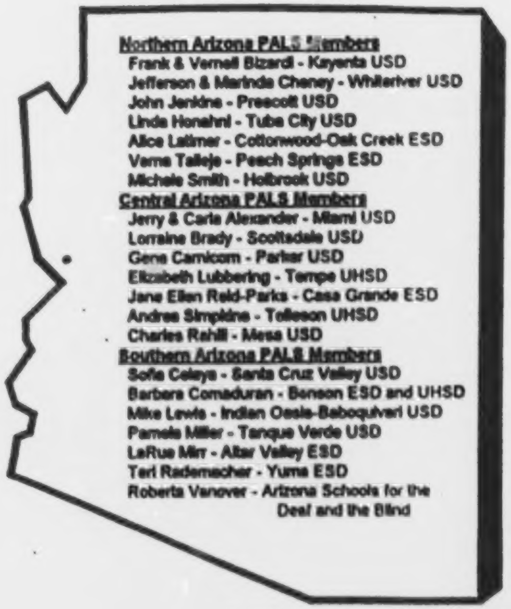
ADE/Special Education Section Facilitators:

Rita Kenison, Coordinator
ADE/SES
1535 W. Jefferson
Phoenix, AZ 85007
602-542-3852
800-352-4558

Northern Arizona
Bill Makela
602-778-6717

Central Arizona
Rita Kenison
602-542-3852

Southern Arizona
Dick Dowell
602-628-6333



Northern Arizona PALS Members
- Frank & Vernell Bizardi - Kayenta USD
- Jefferson & Marinda Cheney - Whiteriver USD
- John Jenkins - Prescott USD
- Linda Honahni - Tuba City USD
- Alice Latimer - Cottonwood-Oak Creek ESD
- Verna Talieje - Peach Springs ESD
- Michele Smith - Holbrook USD

Central Arizona PALS Members
- Jerry & Carla Alexander - Miami USD
- Lorraine Brady - Scottsdale USD
- Gene Carnicom - Parker USD
- Elizabeth Lubbering - Tempe UHSD
- Jane Ellen Reid-Parks - Casa Grande ESD
- Andrea Simpkins - Tolleson UHSD
- Charles Rahill - Mesa USD

Southern Arizona PALS Members
- Sofia Celaya - Santa Cruz Valley USD
- Barbara Comaduran - Benson ESD and UHSD
- Mike Lewis - Indian Oasis-Baboquivari USD
- Pamela Miller - Tanque Verde USD
- LaRue Mirr - Altar Valley ESD
- Teri Rademacher - Yuma ESD
- Roberta Vanover - Arizona Schools for the Deaf and the Blind

PARENT INFORMATION NETWORK (PIN)

The Parent Information Network was formed to promote positive parent/school partnerships statewide by:

- ♦ **establishing a statewide information network of parents (PALS) to support and/or respond to state special education issues;**
- ♦ **providing technical assistance to parents;**
- ♦ **increasing public awareness regarding special education issues and parent/professional collaboration;**
- ♦ **collaborating with professional associations, parent organizations, and the Arizona Department of Education/Special Education Section; and**
- ♦ **assisting educators in discovering the benefits of collaborative parent/professional involvement.**

◆

NETWORK CLEARINGHOUSE

The PIN Clearinghouse is a resource service of information available to parents, educators and support groups on topics such as:

- ♦ community resources
- ♦ disability awareness
- ♦ educational rights
- ♦ evaluation/testing
- ♦ ESY - extended school year
- ♦ IEPs - Individualized Education Program
- ♦ integration
- ♦ LRE - least restrictive environment
- ♦ mediation
- ♦ model programs
- ♦ parent support groups
- ♦ parent rights training
- ♦ conferences
- ♦ program options
- ♦ related services
- ♦ transition
- ♦ transportation
- ♦ vocational education
- ♦ vocational rehabilitation
- ♦ available resources

Resources may be requested from one of the Parent Information Network Specialists listed on the adjacent panel.

PIN Specialists are under contract to the Arizona Department of Education, Special Education Section. There are no fees for services rendered within Arizona.

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Mainstreaming Special Needs Children in the Public Library

A Bibliography

Basu, S.G. *Public Library Services to Visually Disabled Children.* Jefferson, North Carolina: McFarland, 1991.

Dalton, Phyllis I. *Library Service to the Deaf and Hearing Impaired.* Phoenix, Arizona: Oryx Press, 1985.

Dolnick, Edward. *Deafness as Culture.* Atlantic Monthly. (September, 1993, pp. 37-53.)

High/Low Handbook: Encouraging Literacy in the 1990s, 3rd ed. New York: R.R. Bowker, 1990.

"Libraries Serving and Underserved Population: Deaf and Hearing-Impaired Patron", Library Trends (Summer 1992).

Richey, Cynthia K. *Programming for Serving Children with Special Needs.,* Chicago, ALA, 1993. (12pp).

Walling, Linda Lucas and Marilyn H. Karrenbrock. *Disabilities, Children, and Libraries: Mainstreaming Services in Public Libraries and School Library Media Centers,* Englewood, Colorado: Libraries Unlimited, 1993.

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RESOURCES IN AREA LIBRARIES FOR THE PHYSICALLY CHALLENGED

	CHANDLER 786-2310	GILBERT 892-3141	GLENDALE* 435-4901 435-4801	MARICOPA COUNTY 605-4789	MESA* 644-2207	PHOENIX* 262-4766	SCOTTSDALE* 994-2476	TEMPE 350-5511	ASU	MARICOPA COMMUNITY COLLEGES*
LARGE PRINT	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES*
BOOKS ON TAPE	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES*
CLOSED CAPTION VIDEOS	NO	NO	YES	YES	NO	YES	YES	NO	YES	YES*
DESCRIBED VIDEOS	NO	NO	NO	YES	NO	YES	NO	NO	NO	NO
TDD PUBLIC USE	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO
SCREEN ENLARGER PAC	NO	NO	NO	YES	YES	YES	NO	YES	YES	NO
PAC VOICE SYNTHESIZER	NO	NO	NO	YES	YES	YES	NO	NO	YES	NO
KURZWEIL	NO	NO	YES	NO	NO	YES	NO	YES	YES	YES/GCC
BRAILLE	NO	NO	NO	NO	NO	YES	YES	YES	YES	NO
OPTILEC	NO	NO	NO	NO	NO	NO	NO	NO	YES	YES/PVC

*CONTACT INDIVIDUAL LOCATION/BRANCHES FOR HOLDINGS

If you know of performers or resource people who are willing to work with libraries, please fill out a form and mail it to us.

If you have noted useful companies, materials and organizations for upcoming themes: **EVERY ONE A WINNER** or **BOOK A TRIP TO THE STARS**, share it with the library community.

Mail your suggestions to:

Jan Elliott
Department of Library, Archives & Public Library
Library Extension Division
1700 W. Washington
Phoenix, AZ 85007

RESOURCE PEOPLE

Contact Person:

Name:
Address:

Telephone:

Description of Performance:

Fee Plus Mileage:

Travel Range:

Past Performances:

Contact Person:

Name:
Address:

Telephone:

Description of Performance:

Fee Plus Mileage:

Travel Range:

Past Performances:

RESOURCE COMPANIES/ORGANIZATIONS

Company or Organizaiton Name:

Address:

Telephone:

Fax:

Description of Materials Relevant to ARP:

Company or Organizaiton Name:

Address:

Telephone:

Fax:

Description of Materials Relevant to ARP:

CATEGORIES FOR RESOURCE PEOPLE

ARTS & CRAFTS
AUTHORS
CARTOONISTS
CLOWNS
CREATIVE WRITING
DANCERS
DRAMA
FOLKLORIST
HEALTH
HISTORY
HOBBIES
ILLUSTRATORS
LECTURER
MAGICIANS
MUSEUMS
MUSICIANS
MUSIC THERAPY CONSULTANT
NATURE
PERSONAL IMPROVEMENT
POETRY READING/WORKSHOPS
PUPPETEERS
SAFETY
SCIENCE
SIGN LANGUAGE
STORY TELLERS
STUNT TEAM
VARIETY ACTS

RESOURCE PEOPLE
Listed by Category

ARTS & CRAFTS
Arboretum of Flagstaff
Doris Asano
Susan Corl
Susan Kale*

AUTHORS
Sarah E. Barchas
Vee F. Brown
Ken or Debby Buchanan
Lollie Butler
Dorothy Anderson Daniels
Erni Cabat Studio
Judith Cole
Ruth M. Covault
Margaret K. Garaway
Timothy Green
Anna W Hale
Fatimah Halim
B. G. Hennessy
Heather Irbinskas
Kathryn Lance
Cynthia Lukas
Jan Mike
Joan Sandin
Murray Shaw
Mary Ruth Shropshire
John Stansfield
Susan H. Steere
Jan Romero Stevens
Erik D. Stoops
Mariana Warner
Dorothy Hines Weaver
Fran Weissenberg
Mary Ann Wetter
Diane Winslow

CARTOONISTS
Danny Handke
Steve Parker*
Stan Tang

CLOWNS
Aces Entertainment
Alice & Buddys', Alice Span
DJ the Clown
Luv Clowns, Alice Stewart
Ronald McDonald
Yo Yo Clown, William B. Stokes

CREATIVE WRITING
Ken or Debby Buchanan
Judith Cole
Kathryn Lance
Cynthia Lukas
Jan Mike
Joan Sandin
Gene Williams
Janet Winans*

DANCERS
Aloha Hoomalimali*
Berta Benally*
Folksteppers, Alice Stewart*
Phoenix Irish Step Dancers

DRAMA
Arizona Children's Theater Co.,
Rene L. Malmgren

FOLKLORIST
Keith Cunningham

HEALTH & SAFETY
American Heart Association,
Arizona Public Service (Carol Rosson*)
Black Canyon City Sheriff's Office*
Pamela Cendejan
Coconino County Health Department
Coconino County Sheriff's Department*
Education Department of Mother's Against Drunk Driving (M.A.D.D.)*
Good Neigh Bear*
Debra Pasquerette, Director, Positive Force Players of Planned Parenthood
Project Prevention & Project Prevention Posse (Brook Andrews)
Dick Schick
Smokey the Bear - Woodsy the Owl
Yavapai County Sheriff Office

HISTORY
Arizona Historical Society, Pat Walton
Heard Museum
Society for Creative Anacronism*

HOBBIES
Flagstaff Baseball Card Shop, Ed Garver
Mohave County Agricultural Extension, Jerry Olson

ILLUSTRATORS
Steve Crompton
Brian G. Karas
Sylvia Long
Joan Sandin
Susan H. Steere
Stan Tang
Kay Wacker

LECTURER
Erik D. Stoops

MAGICIANS
Alice & Buddys', Alice Span
Kimberly Betz*
Paul W. Estes of The Magicians
Jolly Roger
Dale E. Miller, Society of American Magicians
Presto Magic Studio, Barry Schor
Dick Schick
Susan Seats
Alice & Buddys', Alice Span
Michael Steele
Allan Wade*

MUSEUMS
Arizona Museum of Science and Technology

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Heard Museum

MUSICIANS

Mary Hollan (Singer & Pianist)
Mesa Winds Woodwind Quintet, Ken Mikell
Music Performance Trust Funds; Phoenix Federation of Musicians
Loretta Niebur
Tony Norris
Quintessence Chamber Ensemble
"Loca Rosa" a.k.a. Tish Dvorkin
Jamie Showers (Consultant)
Southwest Brass, Russ Plylar*
String Sounds, Susan Smith
John Williams

NATURE

Penny Allen*
Arboretum of Flagstaff
Bureau of Land Management, Sarah Hooper
K.E. Conway*
Alicia and Larry Friberg*
Thomas M. Marcellino
Mohave County Agricultural Extension, Jerry Olson
Phoenix Zoo*
Steve Prchal*
Smokey the Bear - Woodsy the Owl
Ed Tunstall*
Tammy Vaughter

PERSONAL IMPROVEMENT

Erni Cabat Studio
Ronda Kunau
Pris Merlene
Margie Walsh

POETRY READING/WORKSHOPS

Mariana Warner

PUPPETEERS

Alice & Buddys', Alice Span
Ruth A. Falkenberry
Flutterbys Puppets, Clair Radich*
Great Arizona Puppet Theater, Nancy Smith*
Puppet Pizzazz, Joy Wade
Dick Schick
Phyllis Vogelsong

SCIENCE

Arizona Museum of Science and Technology
Starlight Planetarium Productions, Brian DeWelles

SIGN LANGUAGE

Julie Harmon*
Elaine Smith*

STORY TELLERS

John Abbott
Dorothy Daniels Anderson
Sarah E. Barchas
Lynn Bevill
Tommie Brogan
Vee F. Brown
Lollie Butler
Judith Cole
K. E. Conway
Ruth M. Covault
Ruthmarie Arguello-Sheehan and Brendan A. Curtin
Dorothy Anderson Daniels
Beverly Davis
Jill Detter
Don Doyle
Dreams Unlimited Story Telling Service, Diane Winslow
Pam Faro
Ruth A. Falkenberry
Dennis R. Freeman
Harlynne Geisler
Bert "Doc" Gerard
Timothy Green
Fatimah Abdul-Halim
Mary J. Kelly
Russell Mann, Anna Del Paxton
Judy McKinley
Thomas J. McMichael
Vi Meyer
Gloria Meyers
Ken Mikell
Judy Moreillon
Nita V. Norman
Tony Norris
Northern Arizona Storytellers
Pat Oso

Leticia Pizzino*
Linda Riell
David A. Riggs
Martin Juan Rivera, Sr.
Jeffrey Sadow
Mary Ruth Shropshire
John Stansfield
Susan H. Steere
Story Peddlers
We're Storytellers
Joyce A. Story
Mary Ann Wetter
Rosie Stevens Witcher

STUNT TEAM
Pro-Impact Stunt Team, Lance Lyons

VARIETY ACTS
Accent Entertainment, Larry Chebowski
Aces Entertainment
Rich Howard Entertainment
Ronald McDonald
John Nolander
Kenny Perez
Michael Steele
David Zacarte

Contact Person:

Name: John Abbott
Address: P.O. Box 187, Chino Valley, AZ 86323
Telephone: (520) 636-2025
FAX: (602) 241-1209

Description of Performance:

Professional storyteller, tells adventure and ghost tales and legends of the Old West. Age level: Preschool, Intermediate, Juvenile

Fee Plus Mileage: $350/Schools. Other negotiable

Travel Range: Arizona schools and libraries.

Past Performances:

Phoenix Pubic Library System; Scottsdale, Glendale and Mesa School Districts, museums, elder hostels.

Contact Person:

Name: Accent Entertainment, Larry Chebowski
Address: 2111 South Industrial Park Avenue, Suite #106, Tempe, AZ 85282
Telephone: (602) 967-7676 **FAX**: (602) 902-0669

Description of Performance:

Entertainment service with a variety of acts, including catering and decorating.

Fee Plus Mileage:

Depends on entertainer.

Travel Range:

Arizona

Past Performances: Various daycares, private birthdays, parades, fairs.

Contact Person:

Name: Aces Entertainment - Aces Clown Band
Address: 3333 E. Indian School Rd., Suite. #1, Phoenix, AZ 85018
Telephone: FAX: (602) 956-7208

Description of Performance:

Clown band playing instruments, singing, magic, juggling, clown gags and routines. Costumed in full circus clown outfits. Band size 5 to 10 clowns. Also, individual clowns available.

Fee Plus Mileage:

Four clowns approximately $190; five clowns approximately $240, plus mileage outside Phoenix general area. The clown band is available by special grant to certain nonprofit organizations through the Phoenix Federation of Musicians, Cindy Taylor for minimal fee (602) 251-8838, Wednesday or Friday from 1-4 p.m.

Travel Range:

Anywhere in Arizona.

Past Performances:

Mesa Public Library, Scottsdale Public Library, Peoria Public Library, Chandler Public Library, Tempe Public Library

Contact Person:

Name: Penny Allen
Address: 1053 E. Moon Vista, Apache Junction, AZ 85219
Telephone: (602) 982- 6376

Description of Performance:

Representative of AZ C.U.B.S. - Central United Bear Society. Presents educational programs about black bears in southwest and northern Arizona. Information includes what to do when a bear is encountered when camping or hiking. Uses video program, "Bear Aware"

Fee Plus Mileage:

Free, mileage negotiable.

Travel Range:

Statewide

Past Performance:

Recreational Equipment Company (REI)

Contact Person:

Name: Aloha Hoomalimali, Alice Stewart
Address: 8155 E. Crescent Circle, Mesa, AZ 85208-4721
Telephone: (602) 986-7293 or Beverly Ibbs (602) 830-8124

Description of Performance:

Performs dances from Polynesian Islands, including Hawaii, Samoa and Tahiti with appropriate costumes.

Fee Plus Mileage:

$100/45 minutes to 1 hour program.

Travel Range:

Metro Phoenix area; usually no mileage

Past Performance:

Twin Knoll Mobile Home Park, Val Vista Lakes, various nursing homes.

Contact Person:

Name: American Heart Association, Pamela Cendejas (Western Region)
Address: P.O. Box 2434, Lake Havasu City, AZ 86405
Telephone: (520) 453-2616

Description of Performance:

Provides orientation and kit to be used by staff.

Fee Plus Mileage:

No program fee, contact for mileage

Travel Range:

For information or your local A.H.A. for similar offerings for different age groups.

Past Performances:

Mohave County Library District, Charles C. Royall Memorial Library (Lake Havasu City)

Contact Person:

Name: Dorothy Daniels Anderson
Address: 4311 East Clarendon, Phoenix, AZ 85018
Telephone: (602) 957-0462

Description of Performance:

Professional storyteller: Dresses in costume and tells stories about Arizona in the "Olden Days." Stories are researched and written by D. Anderson. She will also speak to children about how she writes and tell how to get published.

Fee Plus Mileage:

Between $75-$150 per hour depending on distance and size of audience. Negotiable

Travel Range:

Depends on schedule and availability

Past Performances:

Phoenix Public Library, Douglas Public Library, Glendale Community College Schools; clubs; banquets; conventions; Arizona State Library Association

Contact Person:

Name: The Arboretum of Flagstaff, Judy Hite, Education Director
Address: P.O. Box 670, Flagstaff, AZ 86002
Telephone: (520) 774-1441

Description of Performance:

Variety of programs and crafts relating to plants. Example: making catnip mice.

Fee Plus Mileage:

Call for information

Travel Range:

Northern Arizona

Past Performances:

Flagstaff Public Library, Williams Public Library. Presented programs in Cottonwood, Show Low, Payson, Springerville and Gallup, NM.

Contact Person:

Name: Ruthmarie Arguello-Sheehan and Brendan A. Curtin
Address: 11817 Thunderbird Rd., Sun City, AZ 85351
Telephone: (602) 972-8619

Description of Performance:

Storytellers. Tell stories of the West, international stories, intergenerational stories in English/Spanish/French. Endorsed by the National Grandparent's Association as "Granny and Gramps" storytellers. Video and audio tapes available.

Fee Plus Mileage:

$100 and up, negotiable.

Travel Range:

Arizona. They travel throughout the U.S. making presentations during the summer.

Past Performances:

American Library Association, Kennedy Center, Dysart School

Contact Person:

Name: Arizona Children's Theater Co., Rene L. Malmgren
Address: 2612 E. La Cienega Dr., Tucson, AZ 85716
Telephone: (520) 881-2101

Description of Performance:

Theater in the round; multicultural folk tales, myths, legends, and fairy tales

Fee Plus Mileage:

$250 plus mileage and expenses

Travel Range:

Arizona

Past Performances: Globe School District, Vail School District

Contact Person:

Name: The Arizona Historical Society, Pat Walton
Address: 1300 N. College, Tempe, AZ 85281
Telephone: (602) 929-0292

Description of Performance:

Living History Outreach Program. Historical character comes in costume with appropriate props and gives a 30 to 45 minute presentation. Characters include a mountain man, conquistador, Jack Swilling, Henry Garfias, Martha Summerhays, Lt. Henry Flipper, El Vaquero, Pleasant Valley ranch wife, John Rhoads, Tom Rynning, Sharlot Hall, Frances Willard Munds, Marshal Jack Allen, Apache scout

Fee Plus Mileage:

$45 per presentation includes mileage. Outside 50 mile radius of Phoenix, contact for expenses.

Travel Range:

Arizona

Past Performances:

Maricopa County Library System, Mesa Public Library, Chandler Public Library, Tempe Parks and Recreation.

Contact Person:

Name: Arizona Museum of Science and Technology
Address: 147 E. Adams, Phoenix, AZ 85004
Telephone: (602) 256-9518 reservation line, Maggie, 258-7250 public relations, Teresa

Description of Performance:

Two outreach programs: "Really Cool Science." Uses liquid nitrogen at 320 degrees below zero to show the properties of the very cold. [40 minute program, maximum attendance 50 people.] "Space Explorer." A portable planetarium is used to present Native American legends and Greek myths to teach about the stars and constellations. (Size requirements for "Space Explorer" program is 11' ceiling, and 20' x 20' room for planetarium. Maximum attendance 35 people).

Fee Plus Mileage:

One show $100, each additional show $60 each, plus mileage over 50 miles outside Phoenix.

Travel Range:
Arizona

Past Performances:
Glendale Public Library, Phoenix Public Library System, Tempe Public Library, Mesa Public Library

Contact Person:
Name: Arizona Public Service Company
Carol Rosson
Address: P.O. Box 53999, Station 8418, Phoenix, AZ 85072
Telephone: (602) 250-3418

Description of Performance:
Electrical safety for elementary age children. Free kits for 1st through 4th grade; interactive lecture and video for 5th grade.

Fee Plus Mileage:
Free within APS service territory

Travel Range:
Within APS service territory

Past Performance:
Public schools in Glendale, Phoenix, Wickenburg, Scottsdale, Avondale, Paradise Valley, Clarkdale, Jerome, Flagstaff, Globe, Miami.

Contact Person:
Name: Doris Asano
Address: 1201 W. Seldon Lane, Phoenix, AZ 85021
Telephone: (602) 997-0679

Description of Performance:
Origami

Fee Plus Mileage:
Does not charge except for materials use. Mileage negotiable

Travel Range:
Phoenix metro area

Past Performance:
Dobson Ranch Library, Mesa Main Library, Arizona Museum for Youth, Phoenix Public Library

Contact Person:
Name: Judy Baily
Address: 909 East Brill Street, Phoenix, AZ 85006
Telephone:

Description of Performance:
Live theatrical plays performed in existing schools on drug and alcohol and sexual abuse prevention

Fee Plus Mileage:
$300 per day and 24¢ per mile in Maricopa County; outside Maricopa County negotiable

Travel Range:
Arizona from September through May

Past Performances:
In the past six years we have reached over 200,000 school age children with our message on sexual, alcohol and drug abuse prevention

Contact Person:
Name: Barchas, Sarah E.
Address: P.O. Box 246, Sonoita, AZ 85637
Telephone: (520) 455-5769

Description of Performance:
Author/Storyteller. Bilingual and Multicultural Storytelling and Song, Love of Reading.
Age level: Preschool, Intermediate.
Publications: Pinata: Bilingual Songs for Children, (cassette/book.) Get Ready, Get Set, Sing! (cassette/book), I Was Walking Down the Road (English/Spanish)

Fee Plus Mileage:
$200

Travel Range:
Tucson, Sierra Vista, Patagonia

Past Performance:

Contact Person:
Name: Berta Benally
Address: 6680 Columbine Boulevard, Flagstaff, AZ 86004
Telephone: (520) 527-1041

Description of Performance:
Native American Dance
Navajo Traditional and Intertribal Dance

Fee Plus Mileage:
Negotiable

Travel Range:
International and U.S.

Past Performance:
(1994) Luther Burbank Center, Santa Rosa California, Mesa Libraries, World Soccer Finals, Festival Internationale (LA), Smithsonian Institute, Rome, Italy, Norway, East Germany, Ohio, California, Washington D.C. and many other places.

Contact Person:
Name: Lori Berra, Yavapai County Sheriff's Office, Community Service Representative
Address: 255 East Gurley Street, Prescott, AZ 86301
Telephone: (520) 374-5205

Description of Performance:
McGruff, crime prevention and solving crimes through crime clue collection. Program included through purchase by the library the games Clue and Clue Junior. Is willing to work up other programs.

Fee Plus Mileage:
No charge

Travel Range:

Past Performance:

Contact Person:
Name: Kimberly Betz
Address: 851 E. 6th Place, Mesa, AZ 85203
Telephone: (602) 835-6340

Description of Performance:
Kimberly is a high school senior who does small shows of close up magic suitable for summer reading programs.

Fee Plus Mileage:
$50 for first 30 minutes, $75 for one hour.

Travel Range:
East Valley

Past Performance:
Edison School

Contact Person:
Name: Lynn Bevill
Address: 242 E. 4th Street, Tucson, AZ 85705
Telephone: (520) 882-8887

Description of Performance:
Topic include Southwestern tall tales, stories of lost treasures, and campfire stories; programs adapted to age and audience. He is a children's school librarian.

Fee Plus Mileage:
Negotiable plus mileage and expenses.

Travel Range:
Arizona during the summer and Southern Arizona on weekends and evening during the school year.

Past Performances:
Tucson public schools and libraries, Flagstaff public school and library, Nogales Public Library

Contact Person:
Name: Tommie Brogan
Address: 2826 W. Lawrence Road, Phoenix, AZ 85017
Telephone: (602) 249-2467

Description of Performance:
Traditional story teller. Variety of programs from scary to multicultural to celebration of Earth. Programs are suitable for all ages over 4 years.

Fee Plus Mileage:

Libraries, $65; other settings negotiable; mileage to a maximum of $30.

Travel Range:

Arizona

Past Performance:

Series for Maricopa County Library System and branches, Sierra Vista Public Library, Douglas Public Library, Nogales Public Library, Prescott Public Library.

Contact Person:

Name: Vee F. Brown
Address: P.O. Box 1085, Chinle, AZ 86503
Telephone: (520) 725-3388

Description of Performance:

Writing for children, Southwest literature, writing process. Publications: Monster Slayer. Monseter Birds. Maria Tall-Chief. Owl Book. Neon Pow-Wow Anthology. Age level: Preschool, Intermediate Juvenile.

Fee Plus Mileage:

$350

Travel Range:

Arizona

Past Performance:

Contact Person:

Name: Ken or Debby Buchanan
Address: P.O. Box 344, Madrid, NY 13660-0344
Telephone: (315) 322-0106 **E-mail:** ROSSANAN@AOL.COM

Description of Performance:

Authors of *This House is Made of Mud, Lizards on the Wall, It Rained on the Desert Today.* Conduct children's writing and poetry workshops. Age level: Preschool

Fee Plus Mileage:

$500/day plus expenses

Travel Range:

Past Performances:

Tucson Public Library, Apache Junction Public Library, Mustang Branch of Scottsdale Public Library

Contact Person:

Name: Bureau of Land Management, Sarah Hooper
Address: 3189 Sweetwater Ave., Lake Havasu City, AZ 86406
Telephone: (520) 855-8017

Description of Performance:

Program which features information on snakes, snake safety, gila monsters, gila monster safety, and participants are allow to view the rattlesnakes and gila monster in cages. For children 13 years and older the program will also include a desert wildlife slide presentation.

Fee Plus Mileage:
No program fee, contact for mileage

Travel Range:
Contact for information

Past Performances:
Mohave County Library District, Charles C. Royall Memorial Library Lake Havasu City

Contact Person:
Name: Lollie Butler
Address: 2046 E. 5th Street, Tucson, AZ 85719
Telephone: (520) 622-2046

Description of Performance:
Author/Storyteller. Topics: Dinosuars, Animals, Native Americans.
Age Level: Preschool Intermediate
Publications: *The Magical World of Dinosaurs, The Magical World of Prehistoric Animals.*

Fee Plus Mileage:

Travel Range:
Arizona

Past Performance:

Contact Person:
Name: Erni Cabat Studio
Address: 627 N. 4th Avenue, Tucson, AZ 85705
Telephone: (520) 622-6352

Description of Performance:
Erni Cabat's Magical World of Prehistoric Animals, Erni Cabat's Magical World of the Carousel, and Erni Cabat's Magical World of Dinosaurs, Ernie Cabat's Magical World of Monsters, Ernie Cabat's Magical ABC: Animals Around the Farm. He presents a creativity program with audience participation. A charming and energetic 80 year old gentleman.

Fee Plus Mileage:
Negotiable - from what your budget allows up to $500. Expenses depend on distance from Tucson

Travel Range:
Depends on his circumstances at the time.

Past Performances:
Tucson Public Library, Tucson Public Schools, Phoenix Public Library

Contact Person:
Name: Coconino Health Department
Address: 2500 N. Fort Valley Road, Flagstaff, AZ 86001
Telephone: (520) 779-5164, ext. 25

Description of Performance:
"Safety programs, contact Tom Weathers at extension 25; Health program including Jody Coyote and Sugar Witch, contact extension 44.

Fee Plus Mileage:
Free

Travel Range:
Coconino County

Past Performances:
Elementary schools, preschools

Contact Person:
Name: Coconino County Sheriff's Department
Address: P.O. Box 39, Flagstaff, AZ 86002
Telephone: (520) 774-4523

Description of Performance:
Hug-A-Tree program. Teaches children what to do if they become lost in the woods; how to make themselves "big" for helicopters and searchers; and about survival kits.

Fee Plus Mileage:
Free

Travel Range:
Coconino County

Past Performance:
Flagstaff schools

Contact Person:
Name: Judith Cole
Address: 8126 E. Sixth Street, Tucson, AZ 85710-2416
Telephone: (520)886-1410

Description of Performance:
Author of *The Moon, the Sun and the Coyote, Another Hare and a Different Tortoise*. Reads from her books, talks to children about writing, audience participation. Age level: all

Fee Plus Mileage:
$250

Travel Range:
Tucson

Past Performances:
Schools and libraries in the Tucson area including Wilmot Library, El Rio Library, and presenter at language and literacy conference at University of Arizona.

Contact Person:
Name: K. E. Conway
Address: P.O. Box 20706, Sedona, AZ 86341
Telephone: (520) 284-1074

Description of Performance:
Preschool and up presentation on whales and dolphins including story book, photo books, discussion and listening to sounds of whales and dolphins--also video tapes, if VCR is available

Fee Plus Mileage:
Small fee and mileage negotiable

Travel Range:

Unlimited

Past Performance:
Sedona Public Library preschool story time with whale story, discussion, cassette taped whale sounds and baleen whale feeding demonstration.

Contact Person:
Name: Susan Corl
Address: P.O. Box 898, Patagonia, AZ 85624
Telephone: (520) 394-2926

Description of Performance:
Children's workshop on paper making, bookbinding for children, dolls, mask making and other crafts, cartoons, animation, Ukrainian egg decorating, corn husk dolls.

Fee Plus Mileage:
Negotiable for workshop plus mileage plus expenses

Travel Range:
Arizona

Past Performances:
Patagonia Public Library, Nogales, and Rio Rico Libraries. Very Special Arts Festival, Mesquite Grove Gallery.

Contact Person:
Name: Ruth M. Covault
Address: 13840 Desert Harbor Drive
Telephone: (520) 933-0894

Description of Performance:

Author. Published Pablo and Pimienta. Age level: Preschool.

Fee Plus Mileage:
Will negotiate

Travel Range:
Anywhere in Southwest

Past Performance:

Contact Person:
Name: Steve Crompton
Address: 8584-A E. Indian School Road, Scottsdale, AZ 85251
Telephone: (602) 945-4965

Description of Performance:
How to workshops on Science Fiction/Fantasy Comic Book Illustrating techniques.

Fee Plus Mileage:
$25/hour

Travel Range: Metro Phoenix

Past Performances: Mesa Public Library

Contact Person:

Name: Keith Cunningham
Address Northern Arizona Univ., P.O. Box 6032 Flagstaff, AZ 86011
Telephone: (520) 523-4420

Description of Performance:

Folklorist, who as an artist-in-residence locates, interviews and documents traditional artists with a community. Acts as a facilitator between the public and local artist. School/library cooperation desirable.

Fee Plus Mileage:

$120/day plus per diem.

Travel Range:

Arizona

Past Performance:

Twelve Arizona public schools and Tempe Historical Society Museum.

Contact Person:

Name: Dorothy Anderson Daniels
Address: 4311 E. Clarendon, Phoenix, AZ 85018
Telephone: (602) 957-0462

Description of Performance:

True stories of Arizona history.
Author/Storyteller, published *Arizona Legends* and *Lore, Tales of Southwestern Pioneers.*
Age level: Preschool, Intermediate, Juvenile

Fee Plus Mileage:

Negotiable

Travel Range:

Arizona

Past Performance:

Contact Person:

Name: Beverly Davis
Address: 4330 N. 30th Street, Phoenix, AZ 85016
Telephone: (602) 253-4881

Description of Performance:

Storyteller. Arizona history, Hispanic tales of the Southwest, Myths & Legends, Women's History.

Fee Plus Mileage:

$35/Classroom, $125/assembly plus lodging and transportation

Travel Range:

Arizona

Past Performance:

Contact Person:

Name: DJ the Clown
Address: P.O. Box 5752, Mesa, AZ 85211
Telephone: (602) 437-8123

Description of Performance:

Balloon sculpting, pocket magic, magic shows, face painting, balloon bouquets, balloon decorating, mimes, Santa Claus and more.

Fee Plus Mileage:

Varies according to performance. One hour program about $70-$75. Multiple hours, reduced rates. Mileage charged outside Phoenix metro area.

Travel Range:

Arizona

Past Performances:

Glendale Public Library, Fort McDowell Library, Mesa Parks and Recreation, City of Tempe, City of Chandler

Contact Person:

Name: Jill Detter
Address: 1022 East Klein Drive, Phoenix, AZ 85014
Telephone: (602) 274-8076 **E-mail**: Jdetter@nsl.lib.ei.

Description of Performance:

Storytelling: Folktales and Fairytales, Mother Goose Stories and Rhymes, Creative & Participation Drama, stories from Around the World. Age level: Preschool, Intermediate, Juvenile.

Fee Plus Mileage:

Negotiable

Travel Range:

Arizona

Past Performances: Phoenix Public Library (Central and Branches); Shumway Public School, Chandler; Madison School District.

Contact Person:

Name: Don Doyle
Address: 1903 E. Fairfield, Mesa, AZ 85203
Telephone: (602) 833-3013

Description of Performance:

Storyteller. Tells legends, folk traditions of the world cultures, Celtic stories, and personal experience stories.

Fee Plus Mileage:

$300/day for 45 minute program in Phoenix metro area; $300 plus mileage and expenses outside Phoenix metro area.

Travel Range:

Arizona

Past Performances:
Phoenix Public Library, Mesa Public Library, Apache Junction Public Library, school libraries across the State, Arizona State Library conference Fall '93.

Contact Person:
Name: Dreams Unlimited Story Telling Service, Diane Winslow
Address: 137 Mountain Morning Drive, Tucson, AZ 85704
Telephone: (520) 742-0662

Description of Performance:
Storytelling, evenings and weekends only

Fee Plus Mileage:
$100/hour. Workshops $250, Out of State, fee + travel, lodging and expenses

Travel Range:
Anywhere

Past Performances:
Desert Winds Elementary School, Casa Grande School District, Tucson Unified School District, Marana School District.

Contact Person:
Name: Education Department of Planned Parenthood, Mauryne Young, Librarian
Address: 5651 N. 7th Street Phoenix, AZ 85014
Telephone: (602) 265-2495

Description of Performance:
National Family Sexuality Education Month Programs (October). Various programs in English and Spanish for parents and children. Scheduled to do programs at Mesquite and Dobson Ranch Branches in October.

Fee Plus Mileage:
Free in October. $35/hour; negotiable.

Travel Range:
Maricopa County mostly but will travel to other areas.

Past Performances:
Presentations in Mesa and Gilbert area schools, clubs and various organizations

Contact Person:
Name: Paul W. Estes of The Magicians
Address: P.O. Box 66952, Phoenix, AZ 85082-6952
Telephone: (602) 257-4261

Description of Performance:
Magic show and/or lecture/demonstration of principles of deception and/or magic workshop.

Fee Plus Mileage:
$100

Travel Range:
Arizona

Past Performances:
Scottsdale Public Library, Glendale Public Library, Tempe Public Library, Mesa Public Library, Nogales Public Library.

Contact Person:
Name: Ruth A. Falkenberry,
Address: 2601 E. Cholla, Phoenix, AZ 85028
Telephone: (602)971-7319

Description of Performance:
Storyteller/Puppeteer. Southwest "Hoosier Stories" custom designed stories to reinforce classroom studies, puppet shows and workshops. Age level: Preschool.

Fee Plus Mileage:
Varies

Travel Range:
Phoenix, Arizona

Past Performance:

Contact Person:
Name: Pam Faro
Address: 310 1/2 Baseline Road, Lafayette, CO 80026
Telephone: (303) 665-2721
or c/o Mark Faro, 9428 N. 1st Avenue, Phoenix, AZ 85021

Description of Performance:
Multi-cultural tales, bilingual Spanish-English stories, animal stories with music, storytelling workshops. Age level: Preschool, Intermediate, Juvenile and grades 9-12.

Fee Plus Mileage:
$125/schools

Travel Range:
Anywhere

Past Performance:

Contact Person:
Name: "Fiddlin" Sol Rudnick
Address: 817 W. Colter , Phoenix, AZ 85013
Telephone: (602) 277-0237, *Marie Torris (602)786-7120, (602) 821-51004

Description of Performance:
Traditional heritage fiddle music in the U.S.; Early American fiddling styles (Colonial, Civil War), Cajun, Mariachi, Ozark, French Canadian. "Fiddle Magic."

Fee Plus Mileage:
$175 + mileage + expenses for 2 people (guitar accompanist) for 45-60 minutes program. A second back-to-back program for another age group - $75.

Travel Range:
Arizona

Past Performances:

Several libraries and schools around the Phoenix area and Arizona. Completed concert tour to Alaska in Fall of 1993.
Current library reference: July 12, 1994 Ray/McQuien School Library Program

Contact Person:

Name: Flagstaff Baseball Card Shop, Ed Garver
Address: 317 N. Humphreys Street, Flagstaff, AZ 86001
Telephone: (520) 779-6035

Description of Performance:

Speaks about the history and collection of baseball cards, and answers questions. Needs 3-4 weeks advanced notice.

Fee Plus Mileage:

Free

Travel Range:

Arizona. Not available for personal appearances in 1995, but is able to provide information and conference calls

Past Performances:

Flagstaff Public Library, Youth Education guest speaker in Flagstaff

Contact Person:

Name: Flutterbys Puppets, Clair Radich
Address: 4638 N. 22nd Avenue, Phoenix, AZ 85015
Telephone: (602) 246-4043

Description of Performance:

Presents wide variety of puppet shows for children, many with a holiday theme. Gives workshops for teachers and librarians, and demonstrates how to use puppets with children.

Fee Plus Mileage:

$50 for 30 minutes, with longer programs and workshops fee negotiable. Mileage if outside Phoenix metro area.

Travel Range:

Arizona

Past Performance:

Glendale Public Library

Contact Person:

Name: Folksteppers, Alice Stewart
Address: 8155 E. Crescent Circle, Mesa, AZ 85208-4721
Telephone: (602) 986-7293 or Betty Ibbs, (602) 830-8124

Description of Performance:

Performs dances of all countries, "Trip Around the World," or will concentrate on one country. Performs Irish programs, Cinco de Mayo programs and Oktoberfest events.

Fee Plus Mileage:

$100 for 45 minute to 1 hour program.

Travel Range:
Metro Phoenix area, usually no mileage.

Past Performance:
Twin Knolls Mobile Home Park, Val Vista Lakes, various nursing homes.

Contact Person:
Name: Dennis R. Freeman
Address: 2502 West Mingus Road, New River, AZ 85207-8224
Telephone: (602) 465-7791

Description of Performance:
Storyteller. Topics include southwest legends; personal narrative and world folklore

Fee Plus Mileage:
$250-$450 plus travel if required for one to three same day performances. Will consider lower fees for libraries.

Travel Range:
Arizona, Colorado, New Mexico

Past Performances:
Artist in Education, Artist in Arizona Towns for Arizona Commission on Arts, Museum of Northern Arizona, University of San Diego, Tempe Public Library, Scottsdale Public Library

Contact Person:
Name: Alicia and Larry Friberg
Address: 5502 W. Hazelwood, Phoenix, AZ 85031
Telephone: (602) 848-6691

Description of Performance:
Lecture and Exhibits of Reptiles

Fee Plus Mileage:
A donation to the Arizona Herpetological Association is appreciated.

Travel Range:
Metro Phoenix

Past Performance:
Palo Verde Library, Mesa Public Library, Kyrene school, Tempe Children's World, Mesa, Chandler Public Library

Contact Person:
Name: Margaret K. Garaway
Address: 7887 N. La Cholla #2131, Tucson, AZ 85741-4357
Telephone: (520)297-9026

Description of Performance:
Author. Writing workshops. Published: *The Old Hogan; Ashkii and His Grandfather; Dezbah and the Dancing Tumbleweeds* and *The Teddy Bear Number Book: Los Numeros Con Ositis*. Age level: Preschool, Intermediate, Juvenile.

Fee Plus Mileage:
$300 plus travel, lodging

Travel Range:
Southwest

Past Performance:

Contact Person:
Name: Harlynne Geisler
Address: 5361 Javier Street, san Diego, CA 92117-3215
Telephone: (619) 569-9399
or c/o Ian & Nancy Farrar, 16229 S. 12th Place, Phoenix, AZ 85044
(602) 460-5254

Description of Performance:
Storyteller. Multicultural Folk Tales, Spooky Stories, Holiday Tales, Workshops for age 8 to adult on Folktales/Storytelling.
Published: The Story Bag (National Storytelling Newsletter), Best of the Story Bag: 32 Articles and Stories from the Story Bag Newsletter. Age level: Preschool, Intermediate

Fee Plus Mileage:
Varies

Travel Range:
Anywhere

Past Performance:

Contact Person:
Name: Bert ("Doc") Gerard
Address: P.O. Box 50321, Phoenix, AZ 85076-0321
Telephone: (602) 893-7851

Description of Performance:
Storytelling: Hasidic and Celtic stories, Hannukah through the ages. Age level: Intermediate, Juvenile.

Fee Plus Mileage:
$50 for 1 hour;$100 for 1/2 day plus lodging and expenses

Travel Range:
Arizona

Past Performances:
Changing Hands Bookstore, Borders Book Store, Guadalupe Reading Program.

Contact Person:
Name: Good Neigh Bear, Terri Bowers, State Farm Insurance
Address: 1665 W. Alameda Drive, Tempe, AZ 85289-0001
Telephone: (602) 784-3160

Description of Performance:
Lesson plans are sent to library, and props such as Good Neigh Bear costume, sent to local insurance agent. Various safety topics for preschool through 3rd grade children available: 911/0 emergency, pedestrian safety, traffic lights, poison safety, bike rodeos.

Fee Plus Mileage:
Free

Travel Range:

Past Performance:

Family of Christ Preschool, diamondback Elementary School in Bullhead City.

Contact Person:

Name: Great Arizona Puppet Theater, Nancy Smith
Address: P.O. Box 7001, Phoenix, AZ 85011
Telephone: (602) 277-1275

Description of Performance:

Extensive repertoire including fairytales; original shows; educational shows on environment, water conservation, Native American legends, endangered species. Puppet shows appropriate for preschoolers through adult and for both large and small audiences. Also performs Navajo and Chinese shadow stories.

Fee Plus Mileage:

$250 - 400

Travel Range:

Travel throughout Arizona

Past Performances:

The company performs thousands of performances each year at their theater and at libraries, schools, churches, community centers, shopping centers, private homes, child care centers, the Desert Botanical Garden as well as the cities of Phoenix, Mesa, Chandler and Gilbert have sponsored shows.

Contact Person:

Name: Timothy Green
Address: P.O. Box 1966, Kaibeto, AZ 86053
Telephone: (520) 673-3254

Description of Performance:

The art and craft of creative writing/illustrating.
Published: *Mystery of Navajo Moon*, *Mystery of Coyote Canyon*, and *Twilight Boy*. Age level: Preschool, Intermediate, Juvenile.

Fee Plus Mileage:

$500/day plus expenses

Travel Range:

Arizona, Colorado, New Mexico

Past Performance:

Contact Person:

Name: Anna W. Hale
Address: 8700 N. La Cholla Boulevard #3215, Tucson, AZ 85741
Telephone: (520) 797-7386

Description of Performance:

Author of *Blue Indian Mystery* and *Mystery on Mackinac Island*. Interacts with children, best for grades 3-5. *A Mayflower Story* to be published in 1995.

Fee Plus Mileage:
Varies

Travel Range:
Tucson, Arizona

Past Performances:
19 schools in Tucson area, Nanini Library (Tucson), University of Arizona Children's Literature Conference.

Contact Person:
Name: Fatimah Halim
Address: 4133 N. 15th Drive, Phoenix, AZ 85015
Telephone: (602) 230-0797

Description of Performance:
Author/Storyteller. Urban/Contemporary tales, Black History, Cultural Awareness, Self-Esteem, Kwanzaa.
Published: *Reflections: Black Women in History. Kwanzaa Workbook.* Age level: Preschool, Intermediate, Juvenile.

Fee Plus Mileage:
$300/hour

Travel Range:
Arizona

Past Performance:
Phoenix Public Library, Mesa Public Library, Cochise School, Herberger Theater, Phoenix Art Museum, Brazil, and Africa.

Contact Person:
Name: Sue Handke for Danny Handke
Address: 8307 N. 85th Place, Scottsdale, AZ 85258
Telephone: (602) 991-3131

Description of Performance:
A 11 year old student, teaches kids to draw familiar cartoon characters such as Tweedy Bird and Wyle E. Coyote. Also plays two games: 1) Create a Toon where the audience tells him where to place the lines and the finished product is one big character which is created from the kids own imagination and 2) "Name that Toon" where Danny draws familiar cartoon characters and the kids must guess the character before he finishes.

Fee Plus Mileage:
$25/45 minutes presentation plus mileage.

Travel Range:
Statewide

Past Performances:
Taught cartooning at the Scottsdale Center for the Arts; Kids Camp at the Phoenician Resort; created logos for local businesses and his school; and has his own company called Fantast-a-Toons, Maricopa County Libraries, Page Public Library and Apache Junction Public Library.

Contact Person:
Name: Julie Harmon
Address: 175 S. Belair, Apache Junction, AZ 85219
Telephone: Home (602) 983-3324, Work (602) 983-2181

Description of Performance:
Sign language classes.

Fee Plus Mileage:
$12.50 per student for 4-5 week program.

Travel Range:
East Valley locations

Past Performance:
Apache Junction Parks and Recreation Department

Contact Person:
Name: Heard Museum, Education Services; Roger McKinney, Gina Laczko
Address: 22 East Monte Vista Road, Phoenix, AZ 85004
Telephone: (602)252-8840

Description of Performance:
Speakers Bureau

Fee Plus Mileage:
Free

Travel Range:
Arizona

Past Performances:
Provided an exhibit on *Rain* as the Indians in the Southwest view it, and included both an adult speakers program with slides and a children's program. Gilbert Public Library, Apache Junction Public Library

Contact Person:
Name: B. G. Hennessy
Address: 7837 N. 54th Street, Paradise Valley, AZ 85253
Telephone: (602) 948-5288

Description of Performance:
Author. Published *Jake Baked the Cake.* Age level: Preschool, Intermediate

Fee Plus Mileage:
Negotiable

Travel Range:

Past Performance:

Contact Person:
Name: Lt. Richard Herlocker
BCC Sheriff's Posse
Address: P.O. Box 1489, Black Canyon City, AZ 85324
Telephone: (520) 374-9672

Description of Performance:

Communication and codes. Children made compasses to use in following a treasure map which involved finding books in the library with stickers hidden inside and a treasure chest at the end with seed packets inside it. They also made telephones and working telegraphs. Program geared to all ages with age appropriate activities. There were also codes to break.

Fee Plus Mileage:

No fee to BCC

Travel Range:

Past Performance:

Contact Person:

Name: Mary Hollan
Address: 6505 W. Saguaro Drive, Phoenix, AZ
Telephone: (602) 412-1089

Description of Performance:

Variety of children's songs from the Disney Stage to Folk songs. Children are involved by singing and dancing with entertainer. Also, hardwood drum used by children to help with rhythm.

Fee Plus Mileage:

Phoenix area ($125)
Outside Phoenix ($200)

Travel Range:

Flagstaff to Tucson

Past Performance:

Mesa Public Library and Branches, Glendale Pubic Library, Sedona Public Library, Tucson Public Library Branches

Contact Person:

Name: Rich Howard Entertainment
Address: 3502 N. 81st Street, Scottsdale, AZ 85251
Telephone: (602) 945-9193

Description of Performance:

Fast-paced music, magic and juggling. Lots of interaction with children. He invents musical instruments. He demonstrates the process of taking creative ideas and putting them into action.

Fee Plus Mileage:

Minimum $100 per show plus mileage and expenses.

Travel Range:

Arizona

Past Performances:

Tolleson Public Library, Scottsdale Public Library, Douglas Public Library, Scottsdale School District, and Page Public Library.

Contact Person:

Name: Heather Irbinskas
Address: 9415 E. Wrightstown Road, Tucson, AZ 85715
Telephone: (520) 298-2145

Description of Performance:

Author. Published: *How Jackrabbit got His Very Long Ears.*. Age level: Preschool

Fee Plus Mileage:

Negotiable

Travel Range:

Past Performance:

Contact Person:

Name: Jolly Roger
Address: 6801 E. Mescal Street, Scottsdale, AZ 85254
Telephone: (602) 991-4292

Description of Performance:

Children's entertainer. Presents magic and educational program including story tricks. Also has a program that consists of games and competition.

Fee Plus Mileage:

Negotiable

Travel Range:

Arizona

Past Performance:

Maricopa County Libraries, Mustang Branch of Scottsdale Public Library

Contact Person:

Name: Virginia Kaiser
Address: P.O. Box 649, Rimrock, AZ 86335
Telephone: (520) 567-5518

Description of Performance:

Storytelling and folksongs from all over the world as they pertain to our unique American heritage. Her dynamic performances are individually created through music, games, puppets and a wide variety of multi-cultural instruments for your audience. Her stories come alive and provide a delightfully memorable experience.

Fee Plus Mileage:

Negotiable with $45.00 minimum per performance.

Travel Range:

Statewide

Past Performance:

Cottonwood and Camp Verde Public Libraries, kids club and holiday events at Los Abrigados and Telaquepaque in Sedona, Sedona arts Festival, Garlic and Corn festivals and Fort Verde days Camp Verde and Cottonwood Public Schools/Oak Creek and Beaver Creek Public Schools and Yavapai College Elder Hostel.

Contact Person:

Name: Sandra Kale
Address: P.O. Box 1610, Black Canyon City, AZ 85324
Telephone:

Description of Performance:

Learning to see the desert in a different way and express it on paper in a drawing or painting. Also has a five day program.

Fee Plus Mileage:

No fee to BCC

Travel Range:

Past Performance:

Contact Person:

Name: Brian G. Karas
Address: 4126 N. 34th Street, Phoenix, AZ 85018
Telephone: (602) 956-5666 **FAX**: (602) 955-1366

Description of Performance:

Illustrator. Illustrating children's books. Age level: Preschool

Fee Plus Mileage:

Negotiable

Travel Range:

Arizona's schools, libraries

Past Performance:

Contact Person:

Name: Mary J. Kelly
Address: P.O. Box 24338, Tempe, AZ 85285
Telephone: (602) 967-4350

Description of Performance:

Participation storytelling for children and adults. Stories from the past and present including African and American folktales. Also gives a one woman performance of Harriet Tubman.

Fee Plus Mileage:

For libraries $150 per hour. No mileage if 50 miles or less round trip

Travel Range:

Arizona, will consider out of State with mileage plus expenses.

Past Performances:

Tempe Public Library, Mesa Public Library, Phoenix School District #1, Yuma Libraries, Florence School District.

Contact Person:

Name: Ronda Kunau
Independent Beauty Consultant for Mary Kay Cosmetics
Address: 2635 S. Los Altos Street, Mesa, AZ 85202-7319
Telephone: (602) 730-8471

Description of Performance:

Teaches proper skin and hair care, proper color and glamour techniques and application for Junior High/High School students and adults, "Before and After" makeovers. Shows video on "Skin Wellness" in the sun.

Fee Plus Mileage:

No fee for 2 hour program. 25¢ per mile outside East Valley.

Travel Range:

Maricopa County

Past Performances:

Mesa Public Library, Dobson Branch Library and East Mesa Branch Library.

Contact Person:

Name: Kathryn Lance (pen name: Lynn Beach)
Address: 3272 N. Glen Creek Dr., Tucson, AZ 85712
Telephone: (520) 326-2555 **FAX:** (520) 326-2555

Description of Performance:

Author of *Phantom Valley Series* and hard cover book, *Going to See Grassy Ella*. Will make author visits. Talks about writing process, about plots, and interacts with children. Reads from her books. Age level: Intermediate, Juvenile.

Fee Plus Mileage:

$50/class or negotiable

Travel Range:

Tucson area

Past Performances:

Tucson schools including Brichta Elementary School, Tanque Verde Elementary School, Fort Lowell Elementary School, Manzanita Elementary School and Mansfield Junior High.

Contact Person:

Name: Sylvia Long
Address: 8502 E. Welsh Trail, Scottsdale, AZ 85258-1412
Telephone:

Description of Performance:

Illustrator. Published: *Ten Little Rabbits. Fire Race; Alejandro's Gift; Liplap's Wish.* Age level: Preschool.

Fee Plus Mileage:

Travel Range:

Past Performance:

Contact Person:

Name: Cynthia Lukas
Free Lance Writer
Address: 8001 E. Paraiso Drive Scottsdale, AZ 85255
Telephone: (602) 585-6180

Description of Performance:

Creative writing and how to get published by an author or teacher. Free lance writer of novels, keynote speaker at various programs for adults and youths, and teaches workshops in creative writing. Published Young Adult novel, Center Stage Summer for children ages 12- 14 years. Teaches writing at Paradise Valley Community College.

Fee Plus Mileage:

Standard fee for library program is $150 plus expenses, school appearance $200-300/day, educational conferences $250 and up or negotiable depending on circumstances.

Travel Range:

Throughout Arizona if travel expenses are paid

Past Performances:

Taught at seminars and taught writing workshops for adults and young people. Most recent was an adult seminar entitled "How to Write a Young Adult Novel".

Wrote stories that were published in newspapers and magazines, poetry, also published and a novel.

Contact Person:

Name: Luv Clowns, Alice Stewart
Address: 8155 East Crescent Circle, Mesa, AZ 85208-4721
Telephone: (602) 986-7293

Description of Performance:

Variety of programs including walk around magic tricks, face painting, toy balloon sculptures, puppets, ventriloquism, songs, dances, skits and audience participation.

Fee Plus Mileage:

$50/clown for 2 hour program.

Travel Range:

Metro Phoenix area, generally no mileage

Past Performances:

East Mesa branch of Mesa Public Library, Chandler Public Library, Toddler's Inn, Junior Village

Contact Person:

Name: Thomas M. Marcellino
Address: P.O. Box 4498
Telephone: (602) 984-6017

Description of Performance:

Gives shows and lectures about reptiles and desert survival. President of the International Venomous Snake Society.

Fee Plus Mileage:

Travel Range:

Past Performance:

Apache Junction Public Library

Contact Person:

Name: Ronald McDonald, c/o Hope Novitsch of Davis, Ball & Colombatto
Address: 40 North Central, Suite. 2210, Phoenix, AZ 85004
Telephone: (602) 256-0998

Description of Performance:

Magic Show, Reading Show, Safety Show. Performs before audience of 75 people or more.

Fee Plus Mileage:

Free

Travel Range:

Arizona

Past Performances:

20 libraries within Arizona including Apache Junction Public Library, Glendale Public Library

Contact Person:

Name: Judy McKinley
Address: 7437 W. Acoma, Peoria, AZ 85381
Telephone: (602) 979-4875

Description of Performance:

Storyteller. Programs include, "Many Peoples, Many Places," "Serious Laughter." Some Spanish and Sign as well as English.

Fee Plus Mileage:

$75/40 minutes plus 25¢/mile over 50 miles plus expenses (or meals and lodging provided).

Travel Range:

Arizona

Past Performances:

Cochise County libraries, Peoria Public Library, Peoria School District, Washington School District.

Contact Person:

Name: Thomas J. McMichael
Address: 227 W. Ninth Place, South Mesa, AZ 85201
Telephone: (602) 969-6482 **FAX:** (602) 732-9634

Description of Performance:

Storyteller. Arizona's Amazing Natural History (truth can be stranger than fiction), Indian Animal Stories, History of Arid Land Ecology, Animal survival.

Published: Studies of Desert Bighorn and Feral Burro in Northwestern Arizona. Age level: Intermediate, Juvenile.

Fee Plus Mileage:

$75/hour or $200/day +

Travel Range:

Arizona

Past Performance:

Contact Person

Name: Pris Merlene
Mesa Youth Placement Service
Address: 1025 N. Country Club Drive Mesa, AZ 85201-3307
Telephone: (602) 649-2150

Description of Performance:

Involvement with the community is mostly the result of being a member of the Mesa Chamber of Commerce. On occasion we are asked by a church or civic group to do a presentation to youth in the community. We present workshops in the schools and public libraries upon request in the Mesa Public Schools area. Workshops we present are: job seeking skills, self-esteem and mock interviews. Annually at the main library we coordinate a "Junior High Jitters" workshop for sixth graders and their parents. This workshop helps with the transition of youth from elementary to junior high school.

Fee Plus Mileage:

No charge

Travel Range:

As a result of being funded by the City of Mesa, Department of Economic Security, Mesa Pubic Schools and the United Way we serve those youth who live within the Mesa Public school boundaries. Only on occasion do we serve other youth.

Past Performances:

Provide year round service to youths ages 12-19, service clubs, and community colleges.

Contact Person:

Name: Mesa Winds Woodwind Quintet, Loretta Niebur
Address: 1141 East Montebello Circle, No. 1, Phoenix, AZ 85014
Telephone: (602) 274-2001

Description of Performance:

Quintet consists of flute, oboe, clarinet, bassoon and horn. Group explains their instruments, and they play compositions suitable for age level. If desired, they have children write a composition which they then play. Also performs adult and family concert series.

Fee Plus Mileage:

$450 plus mileage for outside valley; children's events negotiable.

Travel Range:

Arizona

Past Performances:

Mesa Public Library, Glendale Public Library, Green Valley Recreation; Patriot Park Series, Concert series in Tubac and Wickenburg, Out-To-Lunch Concert Series, Mesa.

Contact Person:

Name: Mesa Youth Placement Service
Address: 1025 N. Country Club Drive, Mesa, AZ 85201
Telephone: (602) 649-2150

Description of Performance:

Workshops on job seeking skills, self esteem, junior high success. Holds a workshop for 7th graders in August. Presentations target ages 12-19 years.

Fee Plus Mileage:

Free

Travel Range:
Phoenix Metro area.

Past Performances:
Mesa Schools, Kiwanis, Optimist, Rotary and Lions Clubs, Church groups.

Contact Person:
Name: Vi Meyer
Address: 6521 E. Shea Boulevard, Scottsdale, AZ 85254
Telephone: (602) 948-6508

Description of Performance:
Storyteller. Environment, Arizona, Renaissance (with costume), Poetry with storytelling). Age level: Preschool, Intermediate Juvenile.

Fee Plus Mileage:
$35/class or $125/assembly

Travel Range:
Arizona, beyond Phoenix (mileage, lodging)

Past Performance:

Contact Person:
Name: Gloria Meyers
Address: 715 W. Congress, Tucson, AZ 85745
Telephone: (520) 884-7951

Description of Performance:
Storytelling for children and adults. Audience participation with songs, chants, movement and acting. Mostly African and African American stories.

Fee Plus Mileage:
$100 per 45 to 60 minutes session plus mileage and expenses outside Tucson metro area.

Travel Range:
Arizona

Past Performances:
Mission Pubic Library, tutor/advisor for Tucson Unified School District African American studies.

Contact Person:
Name: Tom Middlebrook
Address: 1387 Meadow Lane, Cottonwood, AZ 86326
Telephone:(520) 634-3858

Description of Performance:
Demonstrates and teaches art and cartooning. Age level should be school age and up.

Fee Plus Mileage:
Negotiable

Travel Range:
Verde Valley

Past Performance:
Cottonwood Public Library Summer Reading Program, Mingus Union High School

Contact Person:
Name: Jan Mike
Address: 1118 S. Mann Avenue, Tucson, AZ 85710
Telephone: (520) 790-0732

Description of Performance:
Author of *Desert Seasons, Gift of the Nile, Opossum and the Great Firemaker* and cut and color paper doll books about Indians tribes of Arizona. Talks to children for 1st to 6th grades about how to write.

Fee Plus Mileage:
Negotiable plus mileage and expenses

Travel Range:
Tucson area

Past Performances:
Tucson schools, Phoenix Public Library, Panelist Southwest Authors' Conference, and Society of Children's Books and Illustrators.

Contact Person:
Name: Ken Mikell
Address: 1285 Meadow Lane, Cottonwood, AZ 86326
Telephone: (520)634-6464

Description of Performance:
Story singer, folkteller. Performs Western poetry, folklore, and music; Irish poetry folklore and music; Christmas and holiday programs; Dust bowl ballads, regular entertainer on the Arizona Central Railroad.

Fee Plus Mileage:
$200, expenses negotiated

Travel Range:
Have guitar, will travel Arizona

Past Performances:
Coconino Center for Arts, Desert Botanical Gardens, Prescott Folk Festival, Arizona Storytellers Conference, Arizona Cowboy Poetry Gathering, performed for Phoenix Boys Choir, presenter at Yavapai Community College and NAU Elder hostels.

Contact Person:
Name: Dale E. Miller-Society of American Magicians
Address: 2348 Tee Dr., Lake Havasu City, AZ 86403
Telephone: (520) 453-1309

Description of Performance:
Magic show geared towards children

Fee plus Mileage:
No program fee - contact for mileage

Travel Range:
Northwest Arizona - contact for information

Past Performances:
Charles C. Royall Memorial Library (Lake Havasu City)

Contact Person:
Name: Warren E. Miller
Address: 106 Ponderosa Park, Prescott, AZ 86303
Telephone: (520) 445-8823

Description of Performance:
Folklorist Performer of American folk music, guitar, banjo, mandolin, autoharp, hammered and mountain dulcimers, vocals.

Fee Plus Mileage:

Travel Range:

Past Performances:
Sharlot Hall Museum, director of project on cowboy lore, 1984-present Sharlot Hall Museum Folk Music Festival, 1983 to present, performer of American folk music, guitar, banjo, mandolin, autoharp, hammered and mountain dulcimers, vocals, 1963 to present; Luthier, self employed, specializing in hand crafted American folk instruments, 1981-1984.

Contact Person:
Name: Leroy H. Mindrup
Bee keeper in Black Canyon City - Victor Kaur
Address: 5609 W. Hazelwood, Phoenix, AZ 85031
Telephone: (602) 846-0360

Description of Performance:
Educational program for all ages includes video, poster size photographs, "hands on" with beekeeper equipment, and answer and question period.

Fee Plus Mileage:
No fee to Black Canyon City

Travel Range:

Past Performance:

Contact Person:
Name: Mohave County Agricultural Extension, Jerry Olson
Address: 101 E. Beale St., Kingman, AZ 86401
Telephone: (520) 753-3788

Description of Performance:
"Introduction to Photography," "Introduction to Insects."

Fee Plus Mileage:
No program fee, contact for mileage

Travel Range:
Contact for information

Past Performances:

Mohave County Library District, Charles C. Royall Memorial Library (Lake Havasu City)

Contact Person:

Name: Judi Moreillon
Address: 9221 E. Moenkopi Trail, Tucson, AZ 85749
Telephone: (520) 749-8359 **E-Mail:** JLMore@AOL.COM

Description of Performance:

Arizona tales and multicultural folktales. Standard program, 45 minutes. Can speak to an entire school over the course of a day.

Fee Plus Mileage:

$50-$250/day (mileage included)

Travel Range:

Tucson area

Past Performances:

Tucson Unified School District, Tucson Public Library

Contact Person:

Name: Mother's Against Drunk Driving (M.A.D.D.), Susan Nusall
Address: P.O. Box 10626, Phoenix, AZ 85064
Telephone: (602) 279-2043

Description of Performance:

Video Presentation for 7th - 12th grades, activity books for K-6th grades.

Fee Plus Mileage:

No fee, mileage appreciated.

Travel Range:

Arizona

Past Performance:

Tribal and public school presentations.

Contact Person:

Name: Music Performance Trust Funds; Phoenix Federation of Musicians,
Cindy Taylor, Administrator
Address: 1202 E. Oak St., Phoenix, AZ 85006
Telephone: (602) 254-8838

Partially subsidizes performances at libraries and schools.
Will refer to area musicians. Hours: Wednesday and Friday 1-4 p.m.

Contact Person:

Name: Loretta Niebur
Address: 1141 E. Montebello Circle, #1, Phoenix, AZ 85014
Telephone: (602) 274-2001

Description of Performance:

Plays clarinet and piano. Interactive program with children.

Fee Plus Mileage:
Call for fee

Travel Range:
Arizona

Past Performances:
Scottsdale Schools

Contact Person:
Name: John Nolander
Address: 2948 Quail Run Dr., Sierra Vista, AZ 85635
Telephone: (602) 459-8339

Description of Performance:
Rollicking library programs for children using ventriloquism, magic, comedy and audience participation. The program emphasize the promotion of reading and use of libraries. All props and equipment are provided.

Fee Plus Mileage:
Program length, content and fees negotiable based on performance and library needs. Travel fees negotiable.

Travel Range:
Will travel as far north as Phoenix

Past Performances:
Sierra Vista Public Library, Copper Queen Library, Nogales Library, Tubac Library, Rio Rico Library, Benson Library, Douglas Library, Sierra Vista elementary schools, Willcox schools, Gaslight Theatre in Tucson.

Contact Person:
Name: Nita Norman
Address: 1513 W. Culver, Phoenix, AZ 85007
Telephone: (602) 271-9216

Description of Performance:
Storyteller. Multicultural stories. English/Spanish, English/Filipino. Storytelling Workshops. Age level: Preschool, Intermediate, Juvenile

Fee Plus Mileage:
$75 (negotiable) + mileage if over 20.

Travel Range:
Arizona

Past Performance:

Contact Person:
Name: Tony Norris
Address: 9475 Doney Park Lane, Flagstaff, AZ 86004
Telephone: (520) 526-6684

Description of Performance:

Storyteller. Programs for children and adults that utilize song, story and poetry. Subjects include Arizona history and characters, cowboy stories, songs and poetry, folk tales and personal stories.

Fee Plus Mileage:

$100-$175 single concert appearance. Additional performances or workshops negotiable.

Travel Range:

Arizona

Past Performances:

Sharlot Hall Folk Festival, Encanto Park Folk Festival, National Cowboy Poetry Gathering, Elko, Nevada., various Arizona school systems

Contact Person:

Name: Northern Arizona Storytellers, Rico Moreno, Pres. or Grace O'Dair, Programs
Address: 1125 Shullenbarger Dr., Flagstaff, AZ 86001 (Grace O'Dair)
Telephone: (520) 774-4187 (Grace O'Dair), (602) 773-8356 (Rico Moreno)

Description of Performance:

Numerous individual storytellers whose repertoires and prices vary. Subjects include Arizona history, children's stories, fantasy, English and Irish folk tales, holidays and religious stories.

Fee Plus Mileage:

$35-$50 for an individual plus mileage and expenses (45 minutes program)

Travel Range:

Primarily Northern Arizona

Past Performances:

Flagstaff Public Library, Williams Public Library, Coconino Center for the Arts.

Contact Person:

Name: Remi Ogunsile
Address: 6135 W. Berkeley, Phoenix, AZ 85035
Telephone: (602) 247-4854

Description of Performance:

Traditional African Story Telling: Animals/Domestic/Morals

Fee Plus Mileage:

$150 plus Lodging and Transportation

Travel Range:

Anywhere

Past Performances:

Contact Person:

Name: Pat Oso
Address: 1215 W. 1st Place, Mesa, AZ 85201
Telephone: (602) 890-0792

Description of Performance:

Storytelling and workshops in storytelling techniques.; multicultural folktales; tall Tales; myths and legends; morality stories/values lessons; interactive stories.

Fee Plus Mileage:

$50 to $500. Negotiable - will work with budgets

Travel Range:

Throughout Arizona. Possibly out of state

Past Performance:

Villa Montessori School, Arizona Childcare Association; Oasis Intergenerational Tutors, National Montessori Conference, many schools, teachers conference, parent groups, fund raisers, etc.

Contact Person:

Name: Steve Parker
Address: 5212 S. Smith Street, Spokane, WA 99223
Telephone: (800) 771-4441

Description of Performance:

Cartooning workshops for children.

Fee Plus Mileage:

$185 first hour. More than one group, $150.

Travel Range:

Will travel to Arizona if group of libraries can arrange multi-programs.

Past Performance:

Scottsdale Public Library, Mesa Public Library.

Contact Person:

Name: Debra Pasquerette, Director
Todd Cerveris - Assistant
Positive Force Players
Address: 5651 N. Seventh Street, Phoenix, AZ 85014
Telephone: (602) 277-7526

Description of Performance:

Designed to educate teens listening to teens on critical issues (drugs, alcohol abuse, drinking and driving, relationships and communication, sexual responsibility, pressure, suicide, etc.) All of the scripts are written and performed by teen players. Presented in a dramatic format intended for audiences ranging from 6th grade to college level although the program is intended more for teens. Holds workshops with performances that lasts an hour for an audience no larger than 75. Performs regularly for schools, social service organizations, churches and synagogues, city and state education programs.

Fee Plus Mileage:

Based on program selection plus travel expenses outside the metropolitan area. Call for fee quote.

Travel Range:

If out of the metropolitan area must call for booking of no later than 1 month from date of performance, preferably sooner.

Past Performances:

Reached over 25,000 people last season performing critical issues affecting today's youth. Received several awards including a Rocky Mountain Emmy Award and ACE award for cable excellence for their work on the television show "Video High".

Contact Person:

Name: Kenny Perez
Address:
Telephone:

Description of Performance:

Wu Shu the Chinese "Art" of Self Defense.

Fee Plus Mileage:

Negotiable; grants available through the Arizona Arts Commission.

Travel Range:

Past Performance:

Dobson Ranch Branch, Arizona Opera, Martin Luther King Day Breakfast.

Contact Person:

Name: Phoenix Zoo, Education Department, Ken Ryan, Zoomobile
Address: 455 N. Galvin Parkway, Phoenix, AZ 85008
Telephone: (602) 273-1341

Description of Performance:

Shows how to create a wild life habitat and water system for birds, bats and butterflies around the home.

Fee Plus Mileage:

Free

Travel Range:

Summer programs in Maricopa County; goes outside the county during the school year.

Past Performance:

Mesa and Phoenix Parks and Recreation Programs, schools across the state; Tempe Public Library.

Contact Person:

Name: Leticia Pizzino, Storyteller
Address: 3074 W. Linton Drive, West Jordan, UT 84088-4632
Telephone: 1-800-669-7533 (brochure, reviews, and references sent upon request)

Description of Performance:

Leticia enhances her storytelling with songs and music. She chooses age appropriate material from her repertoire to suite the occasion. She has a variety of material, which may be of interest to those participating in the "Pandamonium" theme, including her animal stories and folk tales from China.

Fee Plus Mileage:

$50 for 45 minutes. This is simply a suggested fee and length which can be adjusted to fit individual budgets and needs. Discount rates available for two or more programs.

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Travel Range:

Leticia is willing to travel throughout the state. She will schedule programs during one of her regular visits to the area. She will also make a special storytelling trip to Arizona if a cooperative effort is made among libraries for the purpose of scheduling a number of performances within the same time period.

Past Performance:

Throughout the West, including libraries, schools, bookstores, churches, parties, workshops, the Utah State Fair and the Timpanogos Storytelling Festival. She regularly tells and emcees at this, one of the premier storytelling events in the nation!)

Contact Person:

Name: Steve Prchal, Sonoran Arthropod Studies
Address: P.O. Box 5624, Tucson, AZ 85703
Telephone: (520) 883-3945

Description of Performance:

Educational programs focusing on insects, arachnids and other arthropods. Programs utilize models, graphics and living arthropods.

Fee Plus Mileage:

$100 per day plus mileage.

Travel Range:

Southern Arizona, including Phoenix area.

Past Performance:

Tucson area: local school districts, day care centers, after school programs, summer day camps.

Contact Person:

Name: Presto Magic Studio, Barry Schor
Address: 1550 E. University, Suite R, Mesa, AZ 85203

Telephone: (602) 464-4518

Description of Performance:

Professional magician specializing in family entertainment. Teaches magic to school age children ages 6-12 years in **one time two hour class.** Performs at parties, banquets, fund raisers, Bar Mitzvahs, conventions.

Fee Plus Mileage:

Cost per student $4.00 (for classes). Library programs negotiable

Travel Range:

Arizona

Past Performances:

Glendale Community College, Washington School District, Apache Junction Public Library, Chandler Public Library, Scottsdale Public Library, Jewish Community Center, Mesa Public Library

Contact Person:

Name: Pro-Impact Stunt Team, Lance Lyons
Address: 917 West Laguna Drive, Tempe, AZ 85282
Telephone: (602) 858-0211

Description of Performance:

Bicycle-Skateboard-Rollerblade demonstration. Needs parking lot or basketball court sized area. The "Thrill Speakers" gain audience attention then speak on drugs resistance, goal setting, and staying in school.

Fee Plus Mileage:

$525, $650. There are several show packages. Price depends on number of people performing, number of ramps used.

Travel Range:

Arizona

Past Performances:

Over 100 school assemblies and entertainment.

Contact Person:

Name: Project Prevention & Project Prevention Posse, Brooke Andrews
Address: 1520 W. Warner Road, #106-151, Gilbert, AZ 85233
Telephone: (602) 256-1985
FAX: (602) 278-0393 **Mobile:** (602) 501-4145

Description of Performance:

Live, audience-interactive performances for pre-school to 12th grade. Select any five of these plays for a full day of performances: *Sensitive, non-threatening, with costumed animal characters*

Say No & Tell: Child & Sexual Abuse Prevention (grades pre-school - 4)

We Still Love You: Self-esteem building, discourage "wanna-be" gang membership (grades pre-school - 4)

Play It Safe, Say No: Drug/Alcohol Use Prevention (grades pre-school - 4) *Hard-hitting, realistic docu-dramas*

It Could Never Happen To Me: AIDS & Teen Pregnancy Prevention (grades 4-12)

Last Call: Drug/Alcohol Use Prevention (grades 4-12)

Voices: Youth Gang Involvement/Recruitment Resistance (grades 4-12)

Also available:

- Munding's Magic: firefighter Howard Munding presents magic shows that entertain and teach fire safety, substance abuse prevention and gang resistance.
- Summer/After School Impact: One week programs that teach basic theatre skills (character analysis, improvs, situational analysis) to help students (grades 4 to 7) develop refusal skills, crime awareness and the ability to resolve conflicts in a positive manner. *All programs incorporate drop-out prevention messages.*

Fee Plus Mileage:

Maricopa County $950 per day (select up to five plays) or $350 day for Munding's Magic. Negotiable outside Maricopa County. Summer/After School Impact negotiable.

Travel Range:

Arizona. Out of state possible.

Past Performance:

Project Prevention plays have had a positive impact on more than 600,000 Arizona & New Mexico youths since the Project began performing in 1984.

Munding's Magic has served more than 144,000 students in less than 3 years. Summer Impact '94 provided nearly 600 students with basic theatre skills and positive role models.

Contact Person:

Name: Puppet Pizzazz, Joy Wade
Address: 1405 E. 3rd Pl, Mesa, AZ 85203
Telephone: (602)833-5577

Description of Performance:

Repertoire includes various puppet shows with marionettes. Theme shows, seasonal shows, birthday shows and custom shows for groups 5-250.

Fee Plus Mileage:

Negotiable

Travel Range:

Arizona

Past Performances:

Glendale Public Library, Mesa Public Library, Coolidge Public Library, Tempe Public Library, Mustang Branch of Scottsdale Public Library, Fountain Hills Branch of Maricopa County Library.

Contact Person:

Name: Quintessence Chamber Ensemble, Jill Marderness
Address: P.O. Box 56642, Phoenix, AZ 85079
Telephone: (602) 483-9430

Description of Performance:

Woodwind quintet performs for children. Program include "Let Us show You," "Just Imagine," "Take Me to the Zoo." Integrates music with science, math and art. Demonstrates instruments.

Fee Plus Mileage:

Available upon request

Travel Range:

Arizona

Past Performance:

Kerr Cultural Center, various public schools

Contact Person:

Name: Lynda Riell
Address: 638 S. Camino Seco, Tucson, AZ 85710
Telephone: (520) 298-5064

Description of Performance:

Storyteller. Tells folktales from Europe, and Southwest Indian legends. Specializes in fabric arts, loom and other crafts.

Fee Plus Mileage:

Fee varies with group, plus mileage and expenses.

Travel Range:

Arizona during summer, Pima County during school year

Past Performances:

Craft and period stories at Old Pueblo Museum, Tucson; Native American presentation at Bear Canyon Library.

Contact Person:

Name: David A. Riggs
Address: 4602 E. Paradise Village Parkway North #A204, Phoenix, AZ 85032
Telephone: (602) 996-6715

Description of Performance:

Storyteller. British, Irish, International Folktales, Fairy tales, and Legends. Age level: Preschool, Intermediate, Juvenile.

Fee Plus Mileage:

$75/30 minutes

Travel Range:

Arizona (Beyond Phoenix travel + lodging expenses)

Past Performance:

Contact Person:

Name: Martin Juan Rivera, Sr.
Address: 1226 S. Bristol, Tucson, AZ 85713
Telephone: (520) 544-4533

Description of Performance:

Storyteller. Tells stories from the Southwest, Native American tales, and scary stories. Spanish/English. Age level: Preschool, Intermediate, Juvenile.

Fee Plus Mileage:

$50/hour plus mileage

Travel Range:

Arizona

Past Performances:

Tolleson Public Library, Littleton School District, Liberty School District, Nogales Public Library, Cochise County Public Library, Gilbert School District, Tucson Unified School District #1, Tucson -Pima Library, Sunnyside School District #12.

Contact Person:

Name: "Loca Rosa" a.k.a. Tish Dvorkin
Address: 8043 East Irwin Avenue, Mesa AZ 85208
Telephone: (602) 986-6016

Description of Performance:

"Loca Rosa" appears in costume, plays guitar, lute and balalaika and sings songs from around the world. Her repertoire includes ethnic, folk, old time favorites, standards, pop, rock, blues, country, show tunes, comedy and original songs. She sings in many languages which include Yiddish, Hebrew, Russian, Spanish and French as well as English, Irish and Scottish songs. Programs designed for children, families or adults.

Fee Plus Mileage:

Inside greater Phoenix area (50 mile radius) fees range from $100 to $400+. Outside greater Phoenix area fee negotiable with mileage 25¢ per mile less first 50 miles each round trip; food/lodging, $60 per day.

Travel Range:
Anywhere

Past Performances:
East Mesa Branch of Mesa Public Library, Renaissance Festival, Scottsdale Arts Festival, Gilbert Public Library

Contact Person:
Name: Kenneth N. Ryan, Zoomobile Naturalist
The Phoenix Zoo
Address: 455 N. Galvin Parkway in Papago Park, Phoenix, AZ 85008-3431
Telephone: (602) 273-1341, Ext. 7338

Description of Performance:
Title is "Working for Wildlife." Suitable for children grade 4 and up or adults. Unsuitable for younger than grade 4. Shows how to develop backyard/schoolyard habitats for native wildlife. Uses live animals plus slides.

Fee Plus Mileage:
No fees

Travel Range:
Tempe Public Library, Litchfield Park Library, Surprise Library.

Past Performance:

Contact Person:
Name: Jeffrey Sadow, Creative Arts Specialist
Address: 8413 E. Wilshire Dr., Scottsdale, AZ 85257
Telephone: (602) 990-8605

Description of Performance:
Multiethnic storytelling with music and instruments. Flexible and will adapt to needs of libraries.

Fee Plus Mileage:
Negotiable

Travel Range:
Loves to travel Arizona

Past Performances:
Glendale Public Library, Scottsdale Public Library, Arizona Library Association, Sierra Vista Public Library, Apache Junction Public Library, Prescott Public Library.

Contact Person:
Name: Joan Sandin
Address: 2340 E. 4th St., Tucson, AZ 85719
Telephone: (520) 881-4481

Description of Performance:
Author/Illustrator of *Danny and Snowshoe Thompson*; *The Long Way* series about a Swedish family's immigration; *Small Wolf; Pioneer Bear; illustrated* the *I Can Read* series. Translated the Linnea books from Swedish to English. Prefers small groups. Workshop type presentation: Traces a book from idea to finished product. Audience

participation. Author/Illustrator of *Bearly in the Picture;* illustrated a reissue of Nathaniel Benchley's *Small Woof.* Age level: Preschool, Intermediate.

Fee Plus Mileage:
$400/day plus mileage

Travel Range:
Arizona

Past Performances:
Schools, teacher's and librarian's conferences, speaker at Arizona State Library Association and the International Reading Association Regional Conference.

Contact Person:
Name: Dick Schick
Address: 1869 North Ellis, Chandler, AZ 85224-7810
Telephone: (602) 838-1608, (W) (602)838-4043

Description of Performance:
Marionette show and magic show. Uses an anti-drug theme. Marionettes do tricks (Vaudeville). Lots of audience participation.

Fee Plus Mileage:
$200 1st show, price is adjusted for additional shows.

Travel Range:
Arizona

Past Performances:
Chandler Public Library, Phoenix Public Library, Tempe Public Library, Gilbert Public Library, major fairs in State.

Contact Person:
Name: Mimi Schlicht
Address: 1414 W. Keats Mesa, AZ 85202
Telephone: (602) 730-1230

Description of Performance
Video presentation. "Child Care and Accident Prevention Class". American Red Cross Certified Baby-sitting Courses, teaches water, fire and personal safety; baby-sitting responsibilities and child care. Class is 8 hours and maximum attendance is 15.

Fee Plus Mileage:
Negotiable. Red Cross has fee which they will bill the library.

Travel Range:
Open (Negotiable)

Past Performances:
She has given this same class for Scottsdale Parks & Recreation, Mesa Parks & Recreation, Mesa Public Schools, Dobson Ranch Association, Girls Scouts, Bethany Community Church, and various other organizations.

Contact Person:

Name: Susan Seats
Address: 4554 E. Paradise Village, Parkway North, Phoenix, AZ 85032
Telephone: (602) 996-4363

Description of Performance:

Performs magic tricks, close-up magic tricks, teaches magic to children ages 3 and up, teaches self-esteem and creativity skills through magic and can make balloon animals.

Fee Plus Mileage:

Charge $45-$50, negotiable for 45 minute program.

Travel Range:

Phoenix metropolitan area. Will go to out of town locations provided they reimburse mileage.

Past Performances:

Has done volunteer shows at schools and nursing homes; taught coping skills at schools; and performed on the Jerry Lewis MDA, Illinois Chapter telethon in 1987.

Contact Person:

Name: Murray Shaw
Address: 3601 North 5th Avenue, #106, Phoenix, AZ 85013
Telephone: (602) 264-5261

Description of Performance:

Author of condensed Sherlock Holmes stories for children. Presents humorous Holmes to children 9 years and older (3rd - 6th grade). Will present book talks. Published *Match Wits With Sherlock Holmes*. Age level: Intermediate.

Fee Plus Mileage:

$50. Phoenix area

Travel Range:

Greater Phoenix; Mesa; Chandler

Past Performances:

30 schools

Contact Person:

Name: Jamie Showers
Address: 2922 W. Aire Libre Lane, Phoenix, AZ 85023
Telephone: (602) 548-9116

Description of Performance:

"Rhythm and Reading Express" - Highly specialized activity based multicultral summer reading program integrating music, movement, and literature. Participants will gain understanding of various cultures within the community setting, as well as participate in a wide variety of fun-filled movement and music activities to enhance their cultural experience.

Fee Plus Mileage:

$150.00 for one hour performance. Mileage fee is .29 cents per mile. Overnight accommodations requested, if needed.

Travel Range:

Will travel the state of Arizona.

Past Performance:
Sedona Public Library, Music and Me Program, Summer, 1995; Cottonwood Public Library Summer Reading Program, Summer 1995; Maricopa County Summer Reading Series, Summer 1995; Arizona Summer Reading Program, Summer 1995; Maricopa County Library Council Children's Services Workshop at Glendale Public Library, March 1995; Maricopa County Library Training Seminar, February, 1995; Music Around the World, January, 1995; Mesa Public Library Youth Services Summer Reading Program Seminar, October, 1995; Cottonwood Public Library Summer Reading Program, 1994; Verde River Days Festival, 1994, Verde Valley Fair Association, 1994; ARC Dance Theatre, 1992. Preschool programs, special events.

Contact Person:
Name: Mary Ruth Shropshire
Address: 6734 N. Chapultepec Circle, Tucson, AZ 85715
Telephone: (520) 529-1161

Description of Performance:
Author/Storyteller. Southwestern stories, Folktales. Age level: Preschool, Intermediate, Juvenile.

Fee Plus Mileage:
Negotiable

Travel Range:

Past Performance:

Contact Person:
Name: Elaine Smith
Address: 1417 E. Kramer Street, Mesa, AZ 85203
Telephone: (602) 962-4908

Description of Performance:
Teaches manual alphabet and basic vocabulary in sign. Will do a demonstration by teaching participants to sign a song. Will teach classes of 2 hours for 6 weeks; maximum of 7-10 students per class.

Fee Plus Mileage:
$25 for a demonstration; $10 per students for 6 week class.

Travel Range:
East Valley

Past Performance:
Leads a signing club at Aguilar Elementary School in Tempe and serves as an interpreter for the hearing impaired there.

Contact Person:
Name: Smokey the Bear, Woodsy the Owl-U.S. Forest Service, Coconino National Forest, Bill Krushak
Address: Peaks Ranger Station, 5010 N. Hwy. 89, Flagstaff, AZ 86004

Telephone: (520) 526-0866 or 527-8229. Call between 7:30 - 4:30 , Monday through Friday.

Description of Performance:
Smokey the Bear and puppets present programs on camping safety and fire prevention. 30 minute program for preschool through 3rd grade.

Fee Plus Mileage:
No fee; mileage may be required

Travel Range:
Greater Flagstaff area only

Past Performances:
Flagstaff Public Library

Contact Person:
Name: Society for Creative Anacronism
Alan Shaw, State Coordinator
Address: P.O. Box 317 Mesa, AZ 85211
Telephone: (602) 962-6355

Description of Performance:
Presentation of arts/crafts/sciences of the middle ages.

Fee Plus Mileage:
Free to local libraries/schools

Travel Range:
Local groups. Mr. Shaw can put you in contact with a group in your area.

Past Performances:
Mesa Public Library, Charles C. Royall Memorial Library, Chandler, Phoenix, Mesa, Scottsdale Elementary, Middle and High Schools.

Contact Person:
Name: Southwest Brass, Russ Plylar
Address: 2311 W. Windrose Drive, Phoenix, AZ 85029
Telephone: (602) 997-9981 **FAX:** (602) 997-9982

Description of Performance:
You will find that our 3 concert/slide show offerings are perfect for any size performance room. Titles are *Jurassic Brass, Music from Outer Space,* and *Save the Earth.* Each show contains unique descriptive music, performed by 2 live trumpeters and synthesized sound track, entertaining and interactive narration, as well as engaging slides obtained from museums, NASA, and various national parks and state agencies. The shows are flexible in length and can last from 25 minutes to 40 minutes. These shows are very effective for preschool - 6th grade and their families. All three of these shows work well to stimulate interest in reading about dinosaurs, astronomy, and the environment.

Fee Plus Mileage:
$250 + 25 cents a mile outside of Phoenix area

Travel Range:
Statewide and regional

Past Performance:
Phoenix Public Library System - all branches, Scottsdale Public Libraries - various, Glendale Public Library, Mesa Public Libraries - main branch, East Mesa Branch, Dobson Branch

Contact Person:

Name: Alice Span
Alice and Buddys'
Address: 4901 E. Holly d2, Phoenix, AZ 85008
Telephone: (602) 275-3091

Description of Performance:

Professional clown clowning for 12 years with puppets and doing magic. Alice the clown and her troupe of friendly little dogs, chickens, rabbits, turtles, parrots, and other small animals have performed for children for over a dozen years. Teaching approximately 6 years.

Fee Plus Mileage:

$100 - $135 weekdays; $150 weekends for 1 hour +, one or two shows back to back. $10 - $25 extra for very distant areas.

Travel Range:

Metro Phoenix area

Past Performance:

Specialties - birthdays, preschools, libraries

Contact Person:

Name: John Stansfield
Address: P.O. Box 588, Monument, CO 80132
Telephone: (719) 481-3202 or (800) 484-6963, ext. 8253

Description of Performance:

Professional Storyteller and Author with 15 years experience offering entertaining programs of Western history world folklore, animal folklore and ballads, young adult literature workshops. Published: *Contributing author to Many Voices: True Tales from America's Past. Age* level: Preschool, Intermediate, Juvenile and grades 9-12.

Fee Plus Mileage:

Call for workshop fees and information. Discounts for multiple day/library bookings.

Travel Range:

Have stories, will travel

Past Performances:

Arizona Library Association, Glendale Public Library, National Council of Teachers of English, Yellowstone Park staff, Rocky Mountain Storytelling Festival, Outward Bound.

Contact Person:

Name: Starlight Planetarium Productions, Brian DeWelles
Address: 7406 W. Paradise Dr., Peoria, AZ 85345
Telephone: (602) 486-0102

Description of Performance

Informative and entertaining sky show put on with professional equipment at your location. Brings own video projection system and portable planetarium dome. Shows can be designed for any age group.

Fee Plus Mileage:

$49.50 for 45 minute show, each additional show on the same day $39.50 per show.

497

Travel Range:
Arizona

Past Performances:
Apache Junction Public Library, Phoenix Public Library System, Maricopa County Library branches.

Contact Person:
Name: Michael Steele
Address: 180 Verde Street, #324, Clarkdale, AZ 86324
Telephone: (520) 634-7985

Description of Performance:
45 minute show consisting of magic illusion, professional yo-yo demonstration, juggling, and live music (he plays the flute).

Fee Plus Mileage:
Minimum: $100

Travel Range:
Northern Arizona, no further South than Phoenix.

Past Performances:
Glendale Public Library, Peoria Public Library, Cottonwood Public Library, Sedona Public Library, Camp Verde Public Library

Contact Person:
Name: Susan Steere
Address: P.O. Box 1508, Tucson, AZ 85702
Telephone: (520) 822-5057

Description of Performance:
Author/Illustrator of children's book, *Reef and the Wrasse* and *Pangaea*. Some Spanish. Publishing workshops, camera art, illustrating.

Fee Plus Mileage:
No fee

Travel Range:
Tucson

Past Performances
Tanque Verde School-Tucson

Contact Person:
Name: Jan Romero Stevens
Address: 3425 S. Carol, Flagstaff, AZ 86001
Telephone: (520) 774-2611

Description of Performance:
Bi-lingual stories, Writing workshops. Published: *Carlos and the Squash Plant; Carlos and the Cornfield*.

Fee Plus Mileage:
$300/day plus 20¢/mile

Travel Range:

Past Performance:

Contact Person:

Name: Erik D. Stoops
Address: Scottsdale Children's Nature Center for Science and Education, P.O. Box 6561,
Scottsdale, AZ 85261
FAX: (602) 314-0321 or (602) 494-9303

Description of Performance:

Renowned author and children's lecturer on lizards, snakes, and other animals. Friendly snakes and lizards give kids a real hands-on learning experience with reptiles Butterscotch," the Albino python, and "Dink," the Skink, whales, dolphins, and sharks; or snakes and frogs are shown in their natural habitats during a narrated/color slide presentation.

Erik's presentations vary according to student age groups. While grade school kids discuss safe desert hiking practices; older groups might discuss career options.

Fee Plus Mileage:

Travel Range:

Past Performance:

Contact Person:

Name: Story Peddlers: Judy McKinley and Linda Harper
Address: 7437 W. Acoma Dr., Peoria, AZ 85381
Telephone: (602) 979-4875

Description of Performance:

Twice the Tales, storytelling. Multicultural stories, environmental stories and just plain fun stories.

Fee Plus Mileage:

$75 for 40 min. program, plus $.25 per mile over 50 miles plus expenses (or meals/lodging provided)

Travel Range:

Arizona

Past Performances:

Havasu City School District, Mingus Mountain Storytelling Conference, Washington School District (Phoenix)

Contact Person:

Name: Joyce A. Story
Address: 418 Sagebrush Street, Litchfield Park, AZ 85340
Telephone: (602) 935-1685 or (602) 435-3686 **E-mail**:STORY @GC.MARICOPA.EDU

Description of Performance:

Storyteller. Slavic and Hispanic Folktales and Legends. Age level: Juvenile.

Fee Plus Mileage:

$100/hour

Travel Range:

Phoenix area

Past Performance:

Contact Person:

Name: String Sounds, Susan Smith
Address: 3944 East Oak Street, Phoenix, AZ 85008
Telephone: (602) 275-7790

Description of Performance:

String quartet. They play music around a theme that combines children's books with music; for example, *Books That Make Us Laugh*. Uses props including poster illustration for each book.

Fee Plus Mileage:

Mileage and expenses included in fee and calculated by Music Performance Trust Fund.

Travel Range:

Anywhere in Arizona, unless too far to be cost effective.

Past Performances:

Chandler Public Library, Apache Junction Public Library, Prescott Public Library, Miami Memorial Library, Globe Public Library

Contact Person

Name: Stan Tang
Address: 5201 N. 24th Street #105 Phoenix, AZ 85016
Telephone: (602) 553-8166

Description of Performance

Free lance Illustrator and Cartoonist. Will teach techniques on cartooning, illustration, and basic drawing

Fee Plus Mileage:

Cost of drawing materials per student

Travel Range:

Phoenix metropolitan area

Past Performances:

Taught after school classes for latch-key kids at Hopi Elementary School. Also given cartooning workshops in Mesa and California

Contact Person:

Name: Libba Tracy
Address: 9808 North 39th Street, Phoenix, AZ 85028
Telephone: (602) 996-7810

Description of Performance:

Illustrator of children's literature including *This House is Made of Mud, Building a Bridge, It Rained on the Desert Today* (1994).

Fee Plus Mileage:

Negotiable for 45 minutes to 60 minutes talk and workshop enhancing a child's ability to interpret a story into imagery.

Travel Range:

Phoenix area

Past Performances:
Apache Junction Public Library, Phoenix area schools

Contact Person:
Name: Ed Tunstall
Address: 2320 W. Palomino Drive, Chandler, AZ 85224
Telephone: (602) 963-8125

Description of Performance:
Lecture and Exhibits of Reptiles

Fee Plus Mileage:
A donation to the Arizona Herpetological Association is appreciated.

Travel Range:
Metro Phoenix

Past Performance:
Palo Verde Library, Mesa Public Library, Kyrene school, Tempe Children's World, Mesa, Chandler Public Library

Contact Person:
Name: Tammy Vaughter
Address: 6198 East River Run Drive, Cottonwood, AZ 86326
Telephone: Work (520) 634-9796 or Home (520) 646-6281

Description of Performance:
Will bring and show a selection of exotic and unusual pets and teach the children about them. In some cases they will be able to pet the animals.

Fee Plus Mileage:
Mileage only

Travel Range:
Within 60 miles of Cottonwood

Past Performance:
Cottonwood Public Library Summer Reading Program, Cottonwood Public Schools and Day Care facilities, Black canyon city community Library, Sedona Public Library, Prescott Public Library.

Contact Person:
Name: Phyllis Vogelsong
Address: 5729 W. Purdue Circle, Glendale, AZ 85302
Telephone:(602) 934-4206

Description of Performance:
Special needs focused puppet show for school aged children. The Kids On the Block is a troupe of puppets whose purpose is to help school age children understand the special needs of those around them. Many of the puppets face such challenges as blindness, leukemia and mental retardation.

Fee Plus Mileage:
Donation $35

Travel Range:
City of Phoenix in proper

Past Performance:
Local schools and libraries.

Contact Person:
Name: Kay Wacker
Address: 7809 N. 32nd Drive, Phoenix AZ 85051
Telephone: (602) 973-0771

Description of Performance:
Illustrator. Creative process of artwork. Published: Arizona A to Z; New Mexico A to Z.
Age level: Preschool

Fee Plus Mileage:
$100/half day

Travel Range:
Arizona schools

Past Performance:

Contact Person:
Name: Allan Wade
Address: 848 E. Vine, Mesa, AZ 85204
Telephone: (602) 962-4426

Description of Performance:
Assisted by family members, he presents shows of parlor magic or illusions for small groups.

Fee Plus Mileage:
$80 for 30 minute show. Mileage is negotiable.

Travel Range:
Metro Phoenix area

Past Performance:
Summer programs in Casa Grande and Coolidge; Mesa, Tempe and Chandler public schools.

Contact Person:
Name: Margie Walsh
Mesa Youth Placement Service
Address: 1025 N. Country Club Drive, Mesa, AZ 85201
Telephone: (602) 649-2150

Description of Performance:
Workshops on job seeking skills, self esteem, junior high success. Holds a workshop for 7th graders in August. Presentations target ages 12-19 years.

Fee Plus Mileage:
Free

Travel Range:
Phoenix Metro area.

Past Performance:
Mesa Schools, Kiwanis, Optimit and Lions Clubs.

Contact Person:
Name: Mariana Warner
Address: 25 Concho Way, Sedona, AZ 86351
Telephone: (520) 284-2384

Description of Performance:
Two-hour Experiencing Poetry workshops, for high school students or adults, with reading of poetry and participation by workshop attendants. (Only if desired and requested and appropriate to the setting, book sales and signing could be offered.)

Fee Plus Mileage:
$50 per two-hour workshop for Verde Valley area and as far from Sedona to Prescott and Flagstaff. For more distant Arizona sites, the fee is $300 per two-hour workshop.

Travel Range:
Anywhere in Arizona (north of Sedona in summer, south in winter)

Past Performances:
Include poetry readings at The Book Loft in Sedona, at meetings and conducting three two-hour workshops for high school students at the Sedona Public Library. Published poet (over 30 poems in small literary quarterlies, including *Midwest Poetry Review* and a book, *A Little Bit of Poetry is a Dangerous Thing* published in 1994). Editor of Sandcutters, the poetry quarterly of the Arizona State Poetry Society. Master's degree in Human Development (Education). Attended poetry workshops led by Prominent poets Charles Levendowsky, Rita Magdelena, Michael Bujega, and others. Poetry picture book for children in progress.

Contact Person:
Name: Fran Weissenberg
Address: 3041 N. Willow Creek Drive, Tucson, AZ 85712
Telephone: (520) 881-5827

Description of Performance:
Author of *The Streets are Paved with Gold*, the story of an immigrant growing up in the melting pot of Brooklyn. Articles about bibliotherapy. Cherish your Memories, Immigrants in History, Family. Received the Sidney Taylor Award from the Association of Jewish Libraries. Age level: Intermediate, Juvenile.

Fee Plus Mileage:
Fee negotiable.

Travel Range:
Tucson area

Past Performances:
Copper Creek School (Tucson), Pima Retired Teacher's Association, Synagogues

Contact Person:
Name: We're Storytellers, Russell Mann
Anna Del Paxton
Address: 502 South Verde, Flagstaff, AZ 86001
Telephone: (520) 774-5669

Description of Performance:
Multicultural and bilingual stories and songs for audiences of all ages.

Fee Plus Mileage:
One hour concert, $150 plus 25¢ per mile/$95 per diem. Will negotiate!

Travel Range:
Statewide

Past Performances:
Mesa Public Library, Albuquerque Public Libraries, 90 schools in Arizona, Colorado, Utah and Nevada.

Contact Person:
Name: Mary Ann Wetter
Address: P.O. Box 408, Bisbee, AZ 85603
Telephone: (520) 432-2681

Description of Performance:
Author/Storyteller. Environment, Magic, Family, Clowns. Published: *Bloopy the Frog*. Age level: Preschool, Intermediate.

Fee Plus Mileage:
$50 and up

Travel Range:

Past Performance:

Contact Person:
Name: Gene Williams
Creative Associates
Address: 19333 E. Ocotillo Road Queen Creek, AZ 85242
Telephone: (602) 987-3665

Description of Performance:
Creative writing and how to get it published. Teaches students by analyzing a story to improve their writing skills and write as well as the professionals. Holds seminars and teaches workshops. Also has a business that does videos, art, designs, topography, and printing, and can instruct in these areas.

Fee Plus Mileage:
Negotiable, depending on the occasion.

Travel Range:
Phoenix Metro area preferred.

Past Performances:
Held after school programs at libraries for students on improving their writing skills. Conducted seminar at Mesa Public Library.

Contact Person:
Name: John Williams
Address: P.O. Box 2207, Chino Valley, AZ 86323-2207
Telephone: (520)636-0651

Description of Performance:
Educational Entertainment Experiences for children. He plays guitar and does sing-along getting the children involved in the music.

Fee Plus Mileage:
Negotiable

Travel Range:
Anywhere in Arizona

Past Performance:
Cottonwood Public Library, Prescott Public Library, Pioneers Home in Prescott, Charly's in Flagstaff, Fiddler's Dream in Phoenix, Thirsty Ear in Chino Valley, Phoenix Public Library.

Contact Person:
Name: Janet Winans
Address: 1108 Mohave Avenue, Parker, AZ 85344
Telephone: (520) 669-6578

Description of Performance:
Reads poetry, her own and others selected to fit the specified theme. Will discuss the process of writing her experience and the creative process. Exercises in creative writing can be part of the program if desired.

Fee Plus Mileage:
Workshop $50, Lecture $75, Performance $75.

Travel Range:
Arizona

Past Performance:
Public schools in Tucson, Phoenix and White River, Arizona

Contact Person:
Name: Diane Winslow
Address: 137 Mountain Morning Drive, Tucson, AZ 85704
Telephone: (520) 742-0062

Description of Performance:
Author/Storyteller. Fantasy and Real Life Stories, Southwest Stories. Age level: Preschool, Intermediate, Juvenile

Fee Plus Mileage:
Negotiable plus mileage

Travel Range:
Arizona

Past Performance:

Contact Person:
Name: Rosie Stevens Witcher
Address: 2742 S. Azalea Drive, Tempe, AZ 85282
Telephone: (602) 831-3880

Description of Performance:
Storyteller. Cajun and Southern Stories (Crayfish Tales and other Southern Delights). Age level: All

Fee Plus Mileage:
Negotiable

Travel Range:
Arizona

Past Performance:

Contact Person:
Name: Woodsy the Owl-U.S. Forest Service, Coconino National Forest, Christina McKerracher
Address: 2323 E. Greenlaw Lane, Flagstaff, AZ 86004
Telephone: (520) 527-3600

Description of Performance:
Woodsy the Owl presents programs on environmental awareness and litter prevention.

Fee Plus Mileage:
No fee; mileage may be required

Travel Range:
Northern Arizona only

Past Performances:
Flagstaff Public Library

Contact Person:
Name: Yo Yo Clown, William B. Stokes
Address: 300 W. Apache Trail, Apache Junction, AZ 85220
Telephone: (602) 671-1726

Description of Performance:
Teaches yo yo skills, performs as "Billy the Clown," creates balloon sculptures

Fee Plus Mileage:
$15.00 for teaching yo yo skills and $1.00/yo yo.

Travel Range:
Arizona

Past Performance:
Apache Junction Chamber of Commerce

Contact Person:
Name: David Zacarte
Address: 11600 Parkcenter, Mira Loma, CA 90650
Telephone: (800) 978-0541, (909) 341-8718, FAX: (909) 681-6935

Description of Performance:
Comic, ventriloquist, magician. Professional children's or family shows, will bring lighting and sound system. Will adapt show to requested theme.

Fee Plus Mileage:

$175 for one show, $225 for two shows on same day. Discount available for multiple shows at various libraries.

Travel Range:

Anywhere

Past Performance:

Florence Public Library, Casa Grande Public Library

RESOURCE - PEOPLE
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A Child's Art Factory, 7371 Player Drive, San Diego, CA 92119. 1-619-460-6077.
Prepackaged craft kits for groups of 24, 30, 36 or 100 students, ranging in price from $15 to $120 depending upon the size of the kit.

ABC School Supply, Inc. 3312 N. Berkeley Lake Road, Duluth, GA 30136. 1-800-669-4222.
Hand puppets, craft supplies, prizes, flannel boards, games, records, etc.

ALA Graphics. American Library Association, 50 E. Huron Street, Chicago, IL 60611. 1-800-545-2433.
General posters, calendars, decorations for libraries.

Accent Annex. 1120 S. Jeff Davis Parkway, New Orleans, LA 70125-9901. 1-800-322-2368.
Novelties and trinkets including masks and hats.

Argus Posters for Education. P.O. Box 6000, Allen, TX 75002-1304. Orders: 1-800-527-4748.
Colorful posters and award certificates which can be purchased in volume batches for prizes.

Building Blocks. 38W567 Brindlewood, Elgin, IL 60123. 1-708-742-1013.
A catalog of idea books: bulletin boards, felt boards, exploring art, fingerplays, puppets, clay modeling projects, singing games, etc.

Child Graphics Press. P. O. Box 7771, Hilton Head Island, SC 29938. 1-800-543-4880.
Primarily posters and "novel unit teacher's guides" which contain bulletin board ideas and activities.

Children's Book Council. Order Center, 350 Scotland Road, Orange, NJ 07050. 1-800-999-2160.
Colorful posters and certificates for summer reading programs.

Dakin, Inc. P. O. Box 7200--Order Department, San Francisco, CA 94120-9977. 1-800-227-6598.
Linda Pazola, local sales representative will show samples and take orders, 602-493-1773. Minimum order $250.00.

DEMCO, Inc. P. O. Box 7767, Fresno, CA 93747-7767. 1-800-356-1200. FAX 1-800-245-1329.
Kids Love Libraries : new ways to inspire today's kids, 1995 catalog. Books, puppets, bookbags, bookmarks, posters, display racks and library furniture, designed for kids.

Gryphon House, Inc.: Early Childhood Teacher Books. P.O. Box 207. Beltsville, MD 20704-0207. 1-301-595-9500, Toll Free 1-800-638-0928. FAX: 301-595-0051.
Publishes activity books, including fingerplays, crafts, art, science, math, celebrations and holidays.

Highsmith. West 5527 Highway 106, P. O. Box 800, Fort Atkinson, WI 53538-0800. 1-800-438-1637.
Library promotions, including puppets, posters and bookmarks.

Hot Rod Magazine. P.O. Box 51397, Boulder, CO 80323-1397, Attn: Frederick R. Waingrow, President
A possible source of sports related incentives to offer as prizes.

Inside Stuff. The Quarter Group Inc. , 2155 Butterfield, Suite 200, Troy, MI 48084-3423, Attn: Media Programs - Karen Ashnault
A possible source of sports related incentives to offer as prizes.

JanWay Company. 11 Academy Road, Cogan Station, PA 17728-9300.1-800-877-5242.
Personalized promotional items for libraries: magnets, buttons, bags, bumper stickers, mugs, pens and pencils, shirts and caps.

Johnson Specialties. P. O. Box 357, Cedar Hurst, NY 11516-0357. 1-800-221-6714.
Catalog of trinkets and inexpensive items. Treasure chests in a variety of sizes (on page 24).

Jr. Drag Racer. P.O. Box 5555, Glendora, CA 91740-0950, Attn: Promotions Manager-Diane Harlander
A possible source of sports related incentives to offer as prizes.

Kids & Things (DEMCO), P. O. Box 7767, Fresno, CA 93747-7767. 1-800-356-1200.
FAX 800-245-1329.

Kidstamps. P. O. Box 18699, Cleveland Heights, OH 44118. 1-800-727-5437.
Inexpensive rubber stamps of all sorts.

Kimbo Educational, Department R, P.O. Box 477, Long Branch, NJ 07740-0477. 1-800-631-2187.
Cassettes, records, filmstrips, videos and read-alongs useful for storytime activities.

Library Clip Art Book. Em Graphics, Box 8233, Greenville, NC 27835-8233. 1-919-355-2478.
140 reproducible drawings designed by a library community relations coordinator specifically for library themes and services. $50 per volume plus $3 shipping.

Listening Library: Literature Based Media For Children And Adults. 1 Park Avenue, Old Greenwich, CT 06870-1727. 1-800-243-4504.
Carries wonderful characters, puppets and dolls to go with favorite children's books: Curious George, Pippi Lonstocking, Madeline, Winnie the Pooh, Clifford, etc.

Music for Little People. P. O. Box 1460, Redway, CA 95560. 1-800-727-2233.
Audio and video cassettes, musical instruments, some costumes and activity kits.

Oriental Trading Company, Inc. P. O. Box 3407, Omaha, NE 68103. 1-800-327-9678 for catalog requests. 1-800-228-2269 for orders.
Catalog includes a range of inexpensive trinkets and promotional items. Inexpensive prizes can be ordered in bulk; some decorations and crafts materials.

Racing for Kids. Griggs Publishing Company Inc. P.O. Box 500, Concord, NC 28026-0500, Attn: Robert E. Griggs Jr.
A possible source of sports related incentives to offer as prizes.

Really Good Stuff. A division of Filmic Archives, The Cinema Center. Botsford, CT 06404.
Customer service: 203-261-1920, or orders: 1-800-366-1920.
Posters, bookmarks, stickers, buttons, trophies and other learning materials for librarians and teachers.

Rivershore Reading Store. 2005 32nd Street, Rock Island, IL 61201. 1-309-788-7717.
1995-96 Catalog has lots of Olympics related incentives: award ribbons, stickers, collectible buttons, friendship bracelets.

S & S Educational Products. P. O. Box 513, Colchester, CT 06415-0513. 1-800-243-9232.
Craft kits and supplies.

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Sherman Specialty Company, Inc. P. O. Box 401, Merrick NY 11566. 1-800-645-6513 or 1-800-669-7437. FAX: 800-853-TOYS (8697)
Various trinkets, small toys, prizes, stickers, and treasure chests.

Smilemakers, Inc. P. O. Box 2543, Spartanburg, SC 29304-2543. 1-800-825-8085.
Stickers and toys.

Sports Illustrated for Kids. Time Inc. - Time Life Building. Rockefeller Center, New York, N.Y. 10020-1393, Attn.: Promotion Manager -Pamela T. Dey
A possible source of sports related incentives to offer as prizes.

T. S. Dension and Co., Inc. 9601 Newton Ave. S., Minneapolis, MN 55431. 1-800-328-3831.
Discovery themes information cards which contain reading and art activities on various topics.

Tuff Stuff. P.O. Box 751901, Charlotte, NC 28275-1901
A possible source of sports related incentives to offer as prizes.

U.S. Toy Co., Inc. 1227 East 119th Street, Grandview, MO 64030. 1-800-832-0224, or 1-800-255-6124.
Inexpensive toys and decorations.

Upstart. 32 East Avenue, Hagerstown, MD 21740. 1-800-448-4887.
Reading and library promotional items. Posters, decorations, bookmarks, bags, prizes for libraries. Catalog 2 (p.12-13) has materials with the theme: WIN WITH READING.

Wonderstorms. c/o World Almanac Education, P. O. Box 94556, Cleveland OH 44101-4556. 1-800-321-1147.
Posters, bookmarks, mobiles, displays, to promote reading. Catalog covers many themes.

RESOURCE MATERIALS

Government Publications:

Government publications are available at low cost and in bulk quantities. Some of the titles below may coordinate with or supplement programs you choose to do this summer. Libraries may wish to order a quantity of the publications for distribution to interested parents, or for distribution to the general public.

The following publications may be ordered from:
R. Woods, Consumer Information Center, Pueblo, CO 81009

BOOKS FOR CHILDREN #8
A listing of 100+ of the best children's books recently published, from preschool to high school levels. 1992. $1. Item 101Z. 23pp.

HELPING YOUR CHILD LEARN GEOGRAPHY.
For children 3 to 10: fun ways to learn geography. 1990. $.50,. Item 414Y. 33pp.

HELPING YOUR CHILD LEARN MATH.
Free, 2 copies maximum. Item 612Z.

HELPING YOUR CHILD LEARN SCIENCE.
Some science basics plus fun activities for parents and children to do jointly. 1992 $3.25. Item 143Z. 64pp.

HELPING YOUR CHILD LEARN TO READ.
Free, 2 copies maximum. Item 617Z.

HELPING YOUR CHILD USE THE LIBRARY.
1992. $.50,. Item 415Z. 23pp.

TIMELESS CLASSICS.
lists nearly 400 books published before 1960 for children of all ages. 1991. $.50,. Item 417Y.

YOU CAN HELP YOUR YOUNG CHILD LEARN MATHEMATICS.
Fun ideas to connect real life experiences with mathematics. 1991. $.50,. Item 412Y.

From the Government Printing Office, the following titles are available. Call the GPO Order Desk for prices (202)-783-3238. Give the stock number.

COMO AYUDAR A SUS HIJOS A APRENDER CIENCIA.
1992. Stock number 065-000-00521-2. 64pp.

From Library Programs/Office of Educational Research and Improvement, U. S. Department of Education, 555 New Jersey Ave., NW, Room 402, Washington, DC 20208 (202)-208-0969

COMO AYUDAR A SUS HIJOS A USAR LA BIBLIOTECA.
1992. 25pp.

LIBRARIAN'S FAVORITE: BEST BOOKS FOR CHILDREN'S PROGRAMMING

Can you find it?: 25 library scavenger hunts to sharpen your research skills..
McCutcheon, Randall. Revised edition. Minneapolis, MN. Free Spirit Publishers, cl991.

Channels to Children: Early Childhood Activity Guide for Holidays and Seasons.
Beckman, Carol A. Colorado Springs, CO. Channels to Childrens, 1982.
A handbook containing crafts, finger plays, songs and stories for felt, and patterns to use and arranged in thematic categories according to seasons or holidays.

Copycat Magazine. Racine, WI, Copyct Press.
When planning programs for young people, *Copycat Magazine* is undoubtedly the source used most frequently by all members of the Youth Service Department at our library. While *Copycat* is advertised as a classroom tool of "ideas and activities for K-3 teachers", our staff has found this magazine indispensable in our day-to-day functions at the library. We use its colorful and informative calendar each month as the focal point of our bulletin board. *Copycat's* seasonal and thematic units provide us with stories, bibliographies, crafts, songs and reproducible artwork for use in our storytimes and other programs. Each issue covers two month's worth of activities and includes information about special days. The artwork is simple and somewhat whimsical yet it remains appealing to both children and adults. If your library can't afford a full-time artist-in residence, then become a guilt-free "copycat" by subscribing to this wonderful magazine. Write to: Copycat Press, P. O. Box 081546, Racine, WI, 53408-1546. At $16.95 a year for five issues, it's a bargain! (P.S. No issue is published during July/August but you'll be too busy with your summer reading program to even notice!)

Connecting Young Adults and Libraries: a how-to-do-it manual. (How to do it manuals for libraries series).
Patrick Jones. New York. Neal-Schuman, 1992.
Young adults' libraries --Administration.

Creative Resources for the Early Childhood Classroom.
Herr, Judy. Albany, N.Y. Delmar Publishers, 1990.
Thematic units containing fingerplays, songs, books, recipes, art activities, developmental skill activities, games, creative drama, and music.

Everyday Circle Times.
Wilmes, Liz and Dick. Elgin Illinois. Building Blocks, 1983.
Thematic units with ideas for displays, songs, fingerplays, recipes, field trips, books and games.
Also: The Circle Time Book? 1982
Yearful of Circle Times, 1989
More Everyday Circle Times, 1992

Flannelboard Fun A Collection of Stories, Songs and Poems.
Brigg, Diane. Metuchen, NJ. Scarecrow Press, 1992.
Discusses how to make a felt board and felt figures and offers other suggested activities. Includes 28 stories and rhymes with patterns for felt figures and a bibliography of resources for storytime programming.

Library Puzzles and Word Games for Grades 7-12.
Smallwood, Carol. Jefferson, NC. McFarland & Company, c1990.
Library orientation for junior high school students. Junior high school libraries -- Activity programs.

Picture Book Story Hours: From Birthdays to Bears.
Sitarz, Paula Gaj. Littleton, CO. Libraries unlimited 1987.
Includes an introduction on putting a Storytime together" with thematic chapters following. Each chapter discusses publicity, presentation, read aloud books, fingerplays, songs, story presentation ideas (felt board, tell and draw, etc.) and films. Includes an appendix for other resources aids in programming.

Also: *More Picture Book Story Hours. From Parties to Pets.*

A Planning Guide to the Preschool Curriculum .
Sanford, Anne R. Winston-Salem, NC. Kaplan Press, 1983.
Each section of the book is divided into a weekly theme with sub-themes with levels of skill development. Units contain crafts, activities, recipes, finger plays, songs, and storytelling ideas.

Ring A Ring O 'Roses: Fingerplays for Pre-School Children.
Flint Public library, 1026 E. Kearsley, Flint, MI. 48502. (313) 232-7111
A collection of alphabetically arranged fingerplays with subject index.

The Storytime Sourcebook .
Cullum, Carolyn N. New York. Neal-Schuman Publishers, 1990.
Divided into thematic sections giving suggestions for filmstrips/films, books, craft, activities, songs and fingerplays.

Story S-T-R-E-T-C-H-E-R-S: Activities to expand Children's Favorite Books.
Raines, Shirley C. Mount Rainier, ND. Gryphon House, 1989.
Chapters are arranged around a theme with each theme containing several feature books. Eachfeature book has ideas for crafts, creative drama, science and recipe activities, books, fingerplays and songs.

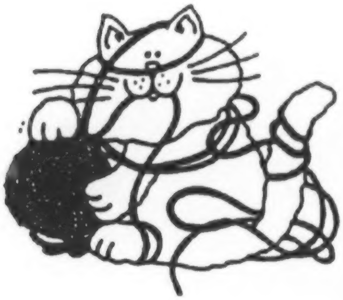
Also: Story S-T-R-E-T-C-H-E-R-S. 1991.

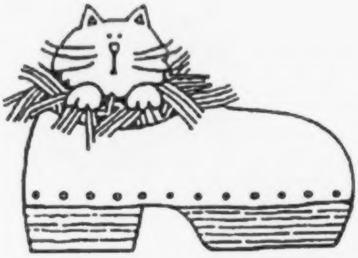
Theme-A-Saurus: The Great Big Book of Mini Teaching Themes .
compiled by Jean Warren. Everett, WA. Warren Publishing House, Inc., 1989
Each thematic unit contains a variety activities designed for preschool children. Each unit has art and science activities, recipes, fingerplays, and songs and at the end there is a bibliography of books to each theme.

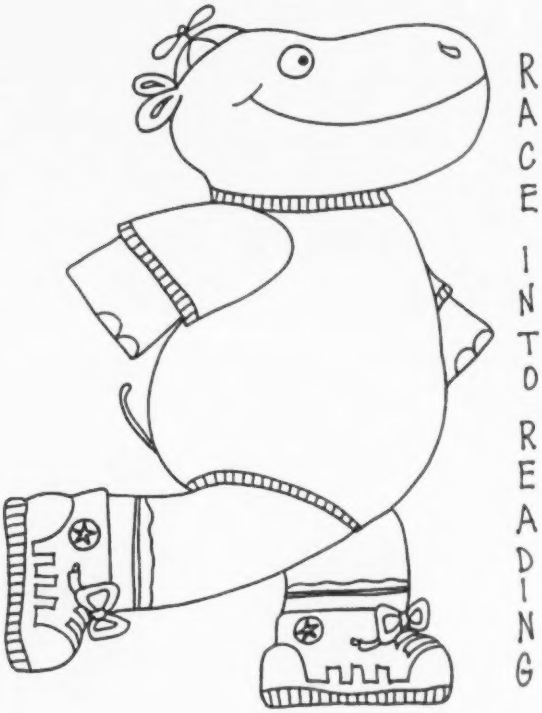
Theme-A-Saurus II: The Great Big Book of Mini Teaching Themes .
Compiled by Jean Warren, Everett, WA. Warren Publishing House, 1990.
A companion volume to *Theme-A-Saurus* with additional themes containing art and science activities, recipes, games, fingerplays and songs.

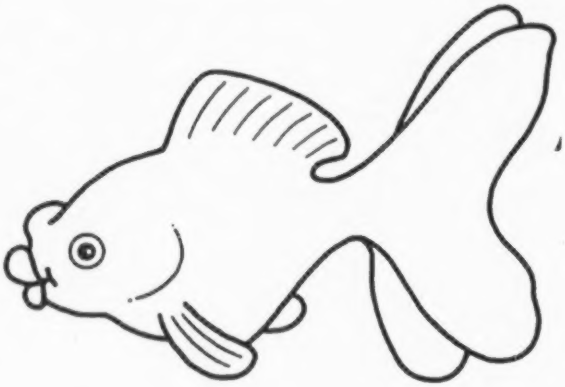
Young Adult Program Idea Booklet.
Wisconsin Library Association. Children's and Young Adult Services Section. YA Task Force.
Madison, WI. Wisconsin Library Association, 1991.
Young adults--Books and reading. Young adults' libraries

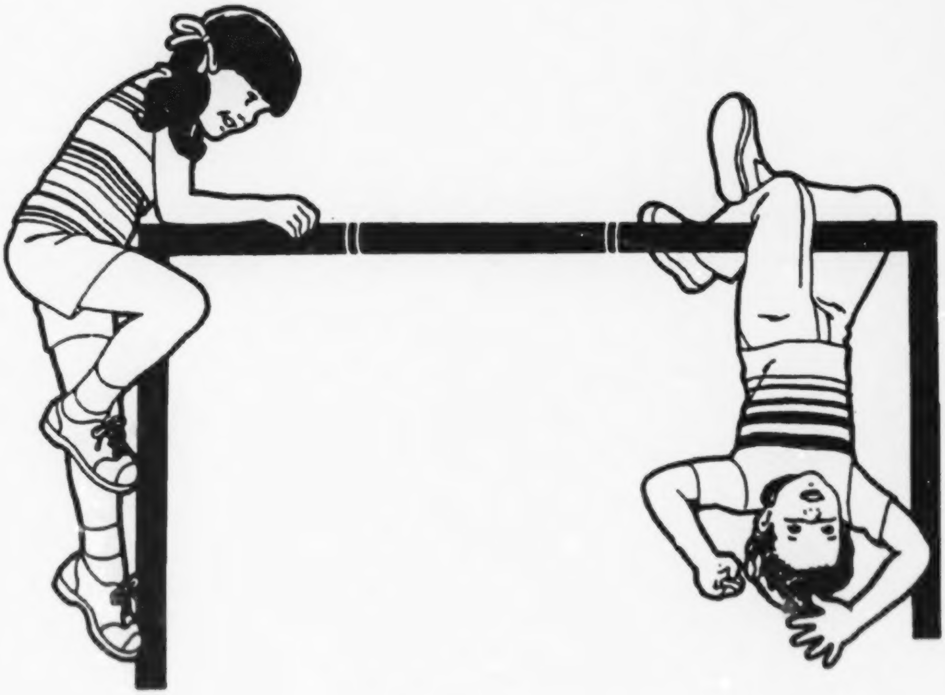
HELLO FRIENDS

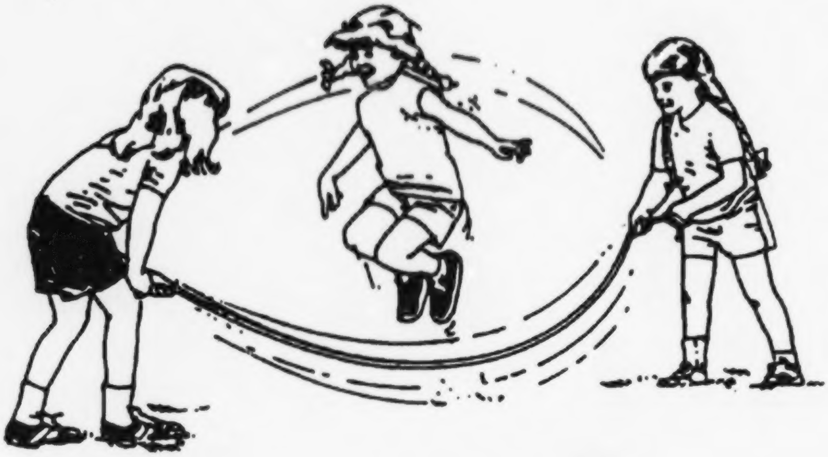


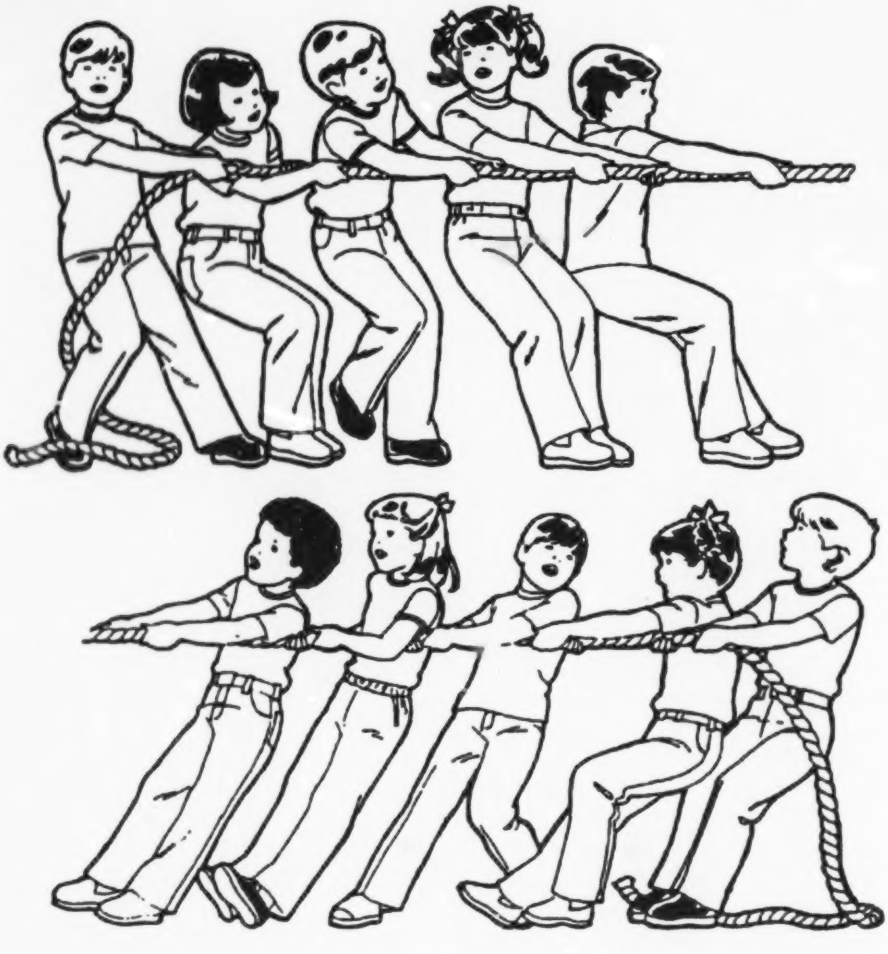



RACE INTO READING

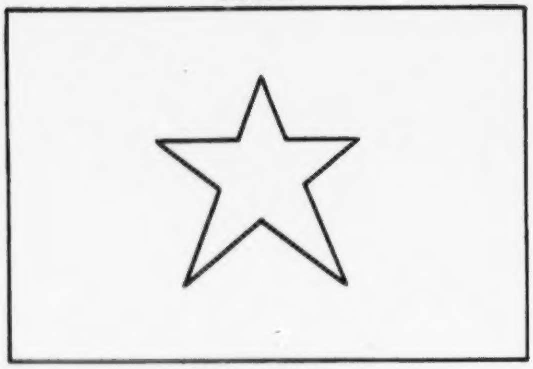






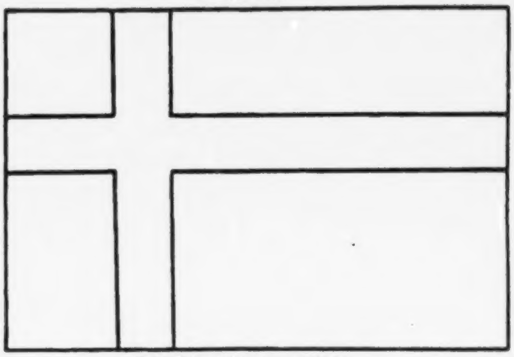


VIETNAM



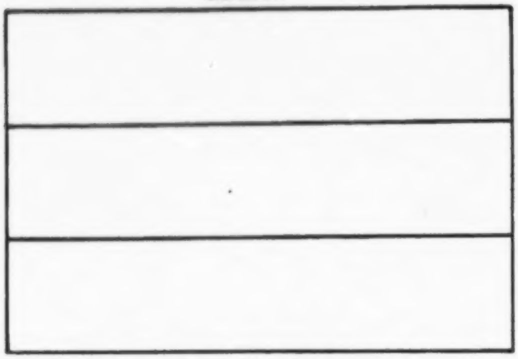
A yellow star on a field of red.

DENMARK



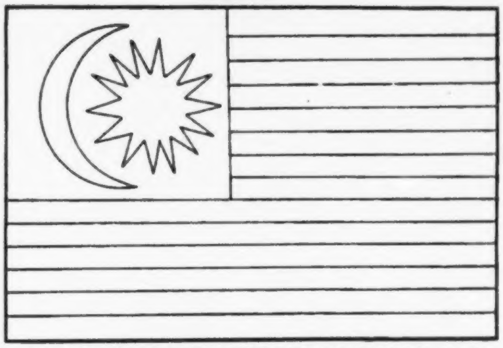
This flag features a white cross on a field of red.

GERMANY



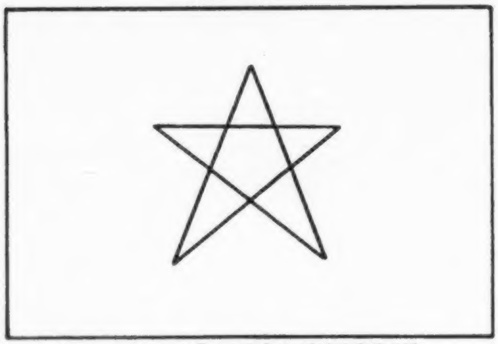
The top stripe is black, the middle is red and the bottom stripe is gold.

MALAYSIA



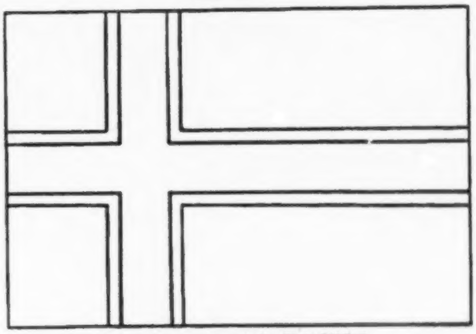
The top corner has a yellow moon and starburst on a field of blue. The stripes alternate red and white, starting with a red stripe on the top and ending with a white stripe on the bottom.

MOROCCO



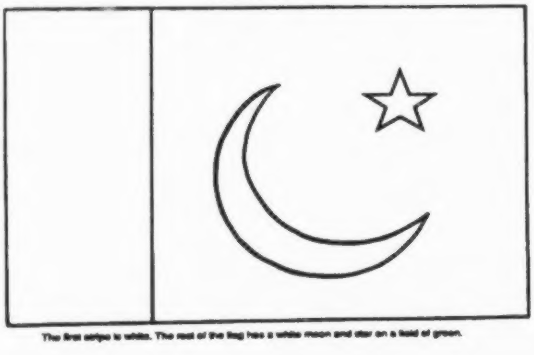
The lines of the star are green. The rest of the flag, including inside the star is red.

NORWAY



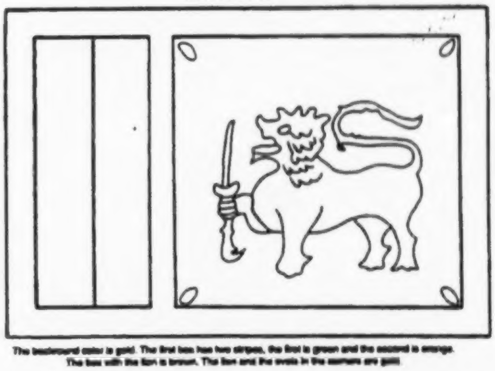
This flag has a blue cross surrounded by white on a field of red.

PAKISTAN



The first stripe is white. The rest of the flag has a white moon and star on a field of green.

SRI LANKA



The background color is gold. The first box has two stripes, the first is green and the second is orange. The box with the lion is brown. The lion and the ovals in the corners are gold.

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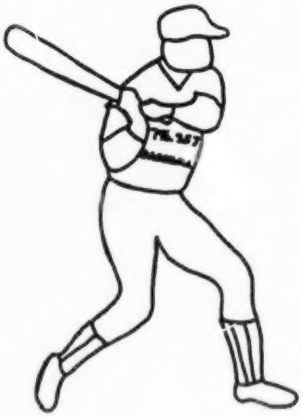
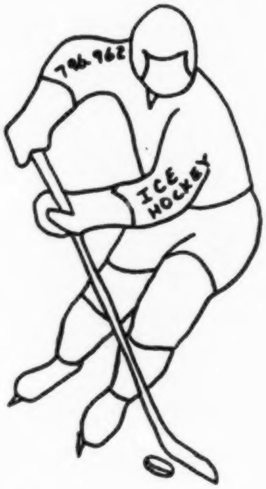
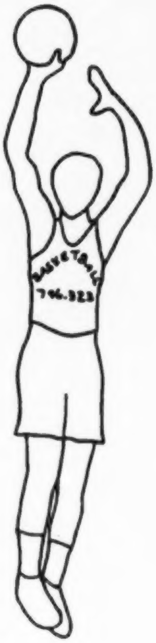
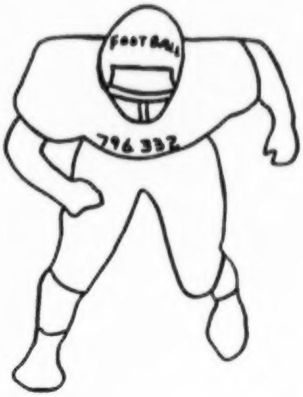
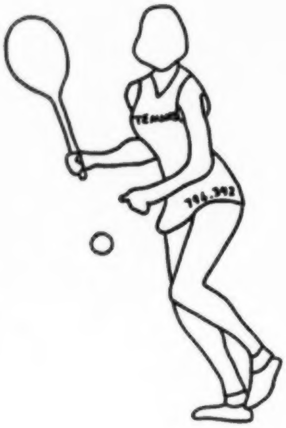
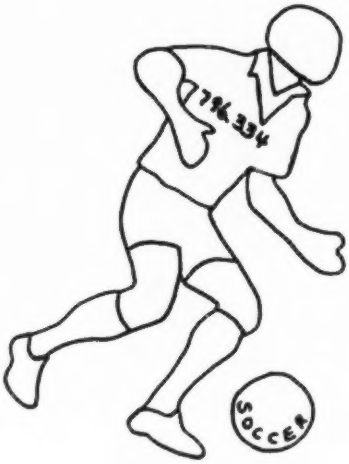

796.357

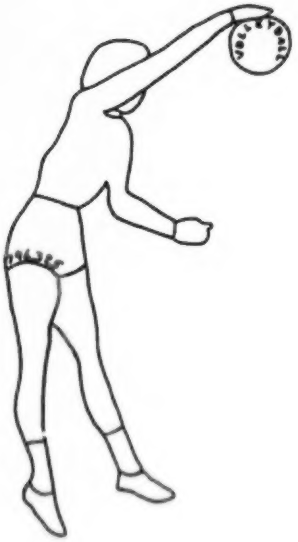

796.962
ICE HOCKEY

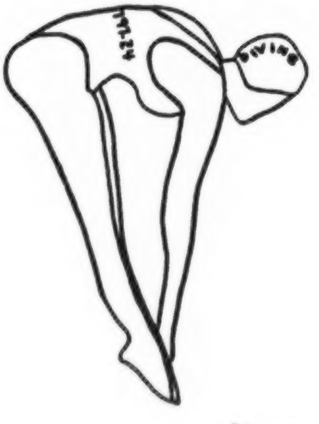

BASKETBALL
796.323

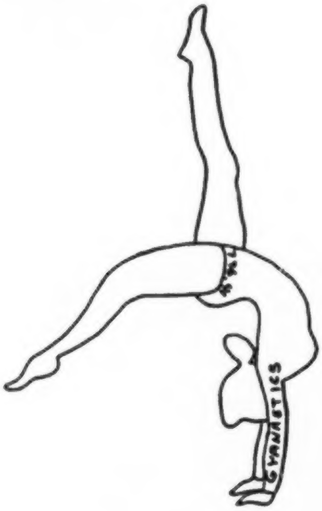

FOOTBALL
796.332

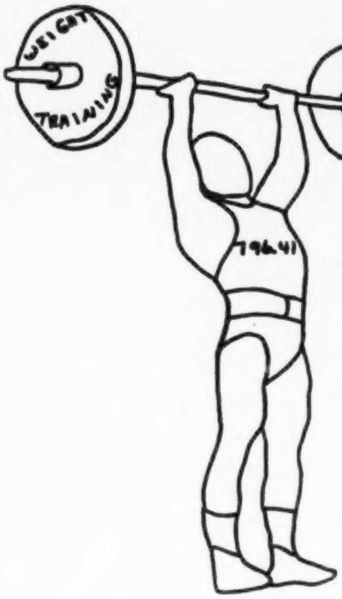

TENNIS
796.342

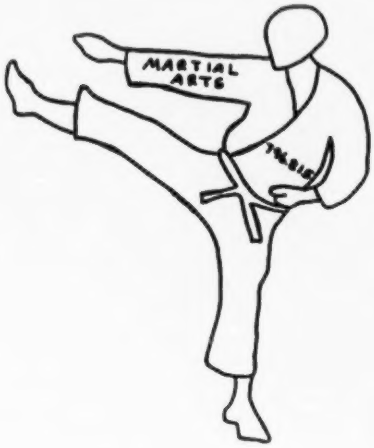

796.334
SOCCER

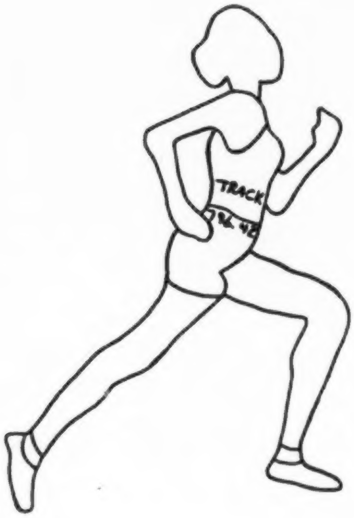

VOLLEYBALL
796.325

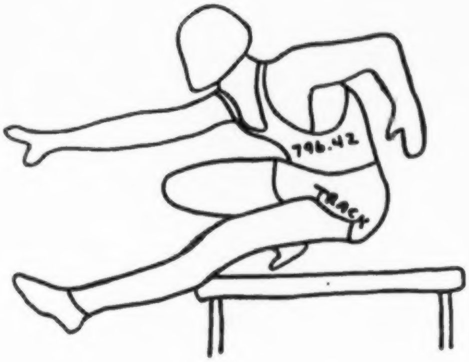

797.24
DIVING

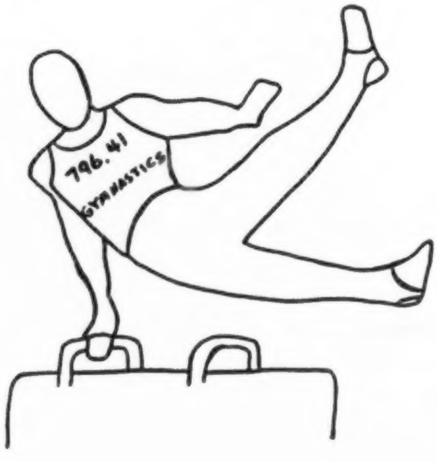

796.44
GYMNASTICS


WEIGHT TRAINING
796.41


MARTIAL ARTS
796.815


TRACK
796.42


796.42
TRACK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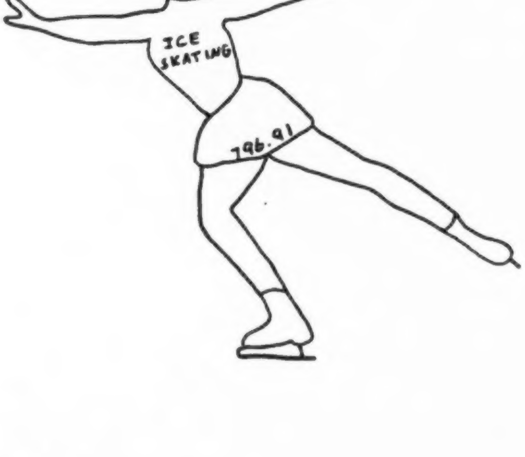
GYMNASTICS


ICE SKATING
796.91

Books I have spent time enjoying!

Number of Minutes Read
(color in the clock)

Titles Read

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

6. ______________________________

7. ______________________________

8. ______________________________

9. ______________________________

10. ______________________________

11. ______________________________

12. ______________________________

13. ______________________________

14. ______________________________

15. ______________________________

16. ______________________________

17. ______________________________

18. ______________________________

12
1
2
3
4
5
6
7
8
9
10
11

19. ______________________________

20. ______________________________

21. ______________________________

22. ______________________________

23. ______________________________

24. ______________________________

25. ______________________________

26. ______________________________

27. ______________________________

28. ______________________________

29. ______________________________

30. ______________________________

31. ______________________________

32. ______________________________

33. ______________________________

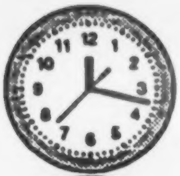
34. ______________________________

35. ______________________________

36. ______________________________

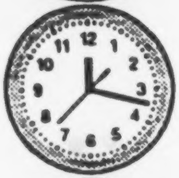
37. ______________________________

38. ______________________________



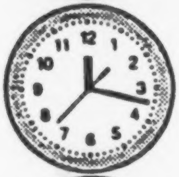
39. ______________________________

40. ______________________________



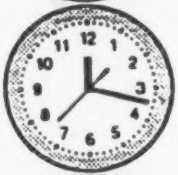
41. ______________________________

42. ______________________________



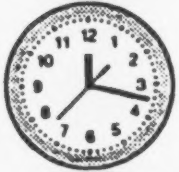
43. ______________________________

44. ______________________________



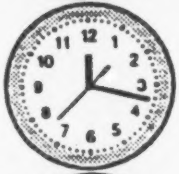
45. ______________________________

46. ______________________________



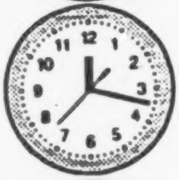
47. ______________________________

48. ______________________________



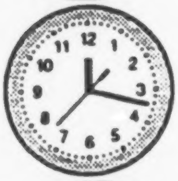
49. ______________________________

50. ______________________________



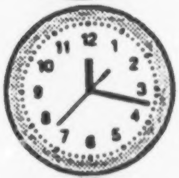
51. ______________________________

52. ______________________________



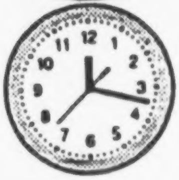
53. ______________________________

54. ______________________________



55. ______________________________

56. ______________________________



57. ______________________________

58. ______________________________

ARIZONA READING PROGRAM EVALUATION

Please help us evaluate the 1996 Arizona Reading Program (ARP). Your comments help improve the program and document its use in Arizona.

> Please photocopy and complete the form. Return it to Linda McCleary at the Department of Library, Archives and Public Records, Library Extension Division, 1700 West Washington Avenue, Phoenix, Arizona 85007, no later than **September 20, 1996.**

Thank you for your cooperation!

1. Library Name: ______________________________

   Address: ______________________________

   ____

   Children's Services Contact Person: ____________________ Phone No.: ____________

   Job title: ______________________________

2. Are you interested in serving on the next ARP Committee? Yes ☐ No ☐

3. What was the primary goal of your ARP this year?

   ____

How did you measure achievement of this goal?

Please check any that apply. These measures are defined in the Goals, Objectives and Evaluation chapter of your ARP Manual.

Quantitative Measures (Mandatory)

	Yes	No
Statistics	☐	☐

Qualitative Measures (pick at least one)

	Yes	No	
1. Focus Groups	☐	☐	or
2. Peer Evaluation			or
Unobtrusive Observation	☐	☐	or
Questionnaire	☐	☐	
3. Fast Response Survey			
Questionnaire	☐	☐	
Focus Group	☐	☐	

4. Attitudinal Measurement		
Interview	☐	☐
Focus Group	☐	☐
Questionnaire	☐	☐
Observation	☐	☐

Using your qualitative measures:

If you can help us by providing comments (your own or others) we will use these in our report to the federal government, the funding source for ARP. For example: "These programs make a big difference to children in rural areas where there is nothing else to do." –name, schoolteacher or board member.

In what ways is the Arizona Reading Program important to your library?

____

____

____

____

What importance does the Arizona Reading Program have in your community?

____

____

____

____

PROGRAM STATISTICS

MANDATORY STATISTICS

4. Number of all youths registered ___

(break down by age if possible of just give total)

Children (ages 0-14) ___

Young Adults (ages 15+)

Total: ___

5. Total number of weeks in your Children's Program (ages 0-14) ___

In your Young Adult Program (if separate) (ages 15+) ___

OPTIONAL COMMENTS

4. Population of Legal Service Area (ages 0-5*) ___

Population of Legal Service Area (ages 5-14) ___

Population of Legal Service Area (ages 15+)

Total: ___

Population of Legal Service Area (all ages) ___

*Available by using the % value in the *County and City Data Book*

5. Date(s) your program began

____

____

____

Date(s) your program ended

____

____

____

MANDATORY STATISTICS

6. No. of FTE staff involved in your program ____

No. of adult Volunteers Involved ____

No. of Youth Volunteers Involved ____

7. Total number of volunteer hours contributed to the program ____

8. Total number of meetings, special events programs etc. held during your Arizona Reading Program ____

Programs (definition): are any activity which informs, educates, motivates or entertains children, while promoting library use.

Total number of children and adults attending each event (estimate is okay)

i ____
ii ____
iii ____
iv ____
v ____
vi ____
vii ____
viii ____
ix ____
x ____
xi ____
xii ____

(Continue your list on the back of this page, if necessary.

9. Were any special needs children involved in your program?

Yes ☐ No ☐

If yes, please explain:

____
____
____
____
____
____
____

OPTIONAL COMMENTS

6. Was staffing adequate to support your program?

More than adequate ☐
Adequate ☐
Inadequate ☐

7. Please describe one of your most successful programs

____
____
____
____
____
____
____
____
____
____

Please list local sponsors of your program:

____
____
____
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____
____
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____
____
____

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PROGRAM BUDGET

MANDATORY STATISTICS

10. Overall progam budget for all library programs in this fiscal year $______

11. Your local budget ARP Program $______

Contribution by Friends of Library $______

Amount contirbuted by other sources $______

Total ARP program budget $______

OPTIONAL COMMENTS

11. How would you rate the adequacy of your ARP budget? (Please check one)

More than adequate ☐

Adequate ☐

Inadequate ☐

****

Please enclose, with your evaluation, any pictures, newspaper articles, booklists, programs, or other items that you wish to share with us. These items are displayed at the annual Arizona Reading Program Workshop.

Thank you for your participation in this survey.

An optional questionnaire regarding the ARP manual and promotional items follows.

EVALUATION OF THE MANUAL
AND PROMOTIONAL ITEMS

1. How would you rate the Arizona Reading Program manual?

Useful ☐ Somewhat useful ☐ Not useful ☐

What suggestions do you have for improving the manual? ______________________________

____

____

What difference does the manual for the Arizona Reading Program make to your library? __________

____

____

2. How would you rate the other materials provided by the Arizona Department of Library, Archives and Public Records.

Free Items	Useful	Somewhat Useful	Not Useful
Activity Sheets	☐	☐	☐
Bags	☐	☐	☐
Bookmarks	☐	☐	☐
Clip Art	☐	☐	☐
Reading Records	☐	☐	☐
Posters	☐	☐	☐

Cost Items	Useful	Somewhat Useful	Not Useful	Cannot Afford
Puzzles	☐	☐	☐	☐
Canvas Bag	☐	☐	☐	☐
Badges	☐	☐	☐	☐
Balloons	☐	☐	☐	☐
Magnetic Picture Frames	☐	☐	☐	☐
Ribbons	☐	☐	☐	☐
Stickers	☐	☐	☐	☐
T-shirts	☐	☐	☐	☐
Other Items	☐	☐	☐	☐

What suggestions do you have for improving these materials provided by the Arizona Department of Library, Archives and Public Records? ______________________________

____

____

What difference does the availability of these materials make to your library? ______________________________

____

____

3. What themes would you like to propose for future ARP programs? ______________________________

____

____

****

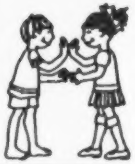
Please enclose, with your evaluation, any pictures, newspaper articles, booklists, programs, or other items that you wish to share with us these items are displayed at the annual Arizona Reading Program Workshop.

Thank you for your participation and evaluation of the 1995 Arizona Reading Program. In addition, your interest in the improvement of libraries in Arizona is greatly appreciated.

Participated in the 1996 Arizona Reading Program

Every One A Winner

Admit one child free, to Phoenix Zoo, when child is accompanied by a regularly priced adult admission. A total of three tickets will be honored per paid adult admission. Each child must have a ticket to present for admission. May not be combined with other offers or redeemed for cash.



The Phoenix Zoo
455 North Galvin Parkway
Phoenix, Arizona

This offer expires October 31, 1996.

The Phoenix Zoo

Participated in the 1996 Arizona Reading Program

Every One A Winner

Admit one child free, to Phoenix Zoo, when child is accompanied by a regularly priced adult admission. A total of three tickets will be honored per paid adult admission. Each child must have a ticket to present for admission. May not be combined with other offers or redeemed for cash.

ALL READERS ARE WINNERS

The Phoenix Zoo
455 North Galvin Parkway
Phoenix, Arizona

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The Phoenix Zoo

Participated in the 1996 Arizona Reading Program

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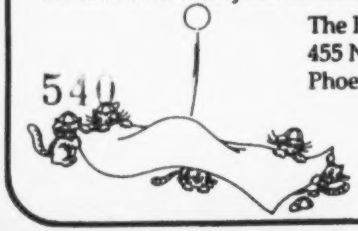
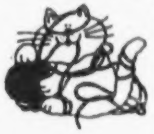


The Phoenix Zoo



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